

IDAHO EXTENDED CONTENT STANDARDS

CORE CONTENT CONNECTORS

ENGLISH LANGUAGE ARTS



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

Core Content Connectors | English Language Arts Legend

Full Name of Core Content Connector	Core Content Connector
Habits and Dispositions	HD
Informational Writing	WI
Literary Writing	WL
Persuasive Writing	WP
Reading Informational Text	RI
Reading Literary Text	RL
Reading at the Word Level	RWL
Writing Across All Types	WA

Full Name of State Standard	State Standard
Reading Literature	RL
Reading Informational Text	RI
Reading Foundational Skills	RF
Writing	W
Speaking and Listening	SL
Language	L

Full Name	Acronym
College and Career Readiness Anchor	CCRA

English Language Arts | Grade K - Habits and Dispositions (HD)

E.HD.a recognizing that reading should "make sense" and that writing "carries a message"		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"	<p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>
K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.	<p>Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.	<p>Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)		

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.K.10 Actively engage in group reading activities with purpose and understanding. RI.K.10 Actively engage in group reading activities with purpose and understanding.
K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.K.10 Actively engage in group reading activities with purpose and understanding.
E.HD.c engaging in shared and independent /self-initiated reading and writing activities		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.c1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.K.10 Actively engage in group reading activities with purpose and understanding.
K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed.	Range of Reading and Level of Text Complexity	RI.K.10 Actively engage in group reading activities with purpose and understanding.

	R10. Read and comprehend complex literary and informational texts independently and proficiently.	
K.HD.c4 Draw, dictate, and/or write about an event or linked events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.d1 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.HD.d2 With prompting and support, retell a favorite story, including key details.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.K.2 With prompting and support, retell familiar stories, including key details.
K.HD.d3 Discuss key details and main topic of a preferred text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

	ideas.	
K.HD.d4 Share information from a selected permanent product or a favorite text.	Presentation of Knowledge and Ideas SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
K.HD.e2 With prompting and support, identify illustrations to aid comprehension.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts).
E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs written at this grade level for this PI.		
E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.HD.g1 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.	Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

K.HD.g2 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.
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English Language Arts | Grade K - Informational Writing (WI)

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WI.a1 Describe familiar people, places, things, and/or events orally or in writing.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form	Text Types and Purposes W2. Write informative/explanatory texts to	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they

paragraph/essay) that contains a main topic and details about an informational topic.	examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	name what they are writing about and supply some information about the topic.
Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out).	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WI.f selecting <i>and ordering</i> fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in <i>somewhat random order</i> (e.g., listing fact statements rather than connecting or relating ideas)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WI.g1 Present orally or in writing, factual information of familiar people, places, things, and/or events.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

	organization, development, and style are appropriate to task, purpose, and audience.	
Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in <i>several related sentences</i>		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WI.h1 Organize information on a topic that includes more than one piece of relevant content.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

English Language Arts | Grade K - Literary Writing (WL)

Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.
Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WL.b1 With prompting and support,	Presentation of Knowledge and Ideas	SL.K.4 Describe familiar people, places,

<p>provide additional details to the description or drawings of familiar people, places, things, and/or events.</p>	<p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>things, and events, and with prompting and support, provide additional details.</p>
<p>Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written</p>		
<p>Core Content Connectors: K</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.</p>
<p>Progress Indicator: E.WL.d logically sequencing events (e.g., beginning/middle/end) using some, signal words (e.g., first, then, next); applying basic capitalization and end punctuation</p>		
<p>Core Content Connectors: K</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>K.WL.d1 Write, dictate, or draw about an event in the order in which it occurred.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and</p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>

	well-structured event sequences.	
Progress Indicator: E.WL.e writing about a situation; describing characters by what they do, say, and think and what others say about them		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at Kindergarten		
Progress Indicator: E.WL.f organizing texts with title and focus (introduce who, what, why) & connecting problem-solution		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at Kindergarten		
Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WL.g1 With guidance and support, use feedback to strengthen narrative writing (e.g., elaborate on story elements).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

English Language Arts | Grade K - Persuasive Writing (WP)

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K.WP.a2 Draw, dictate, or write an idea about a topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written		

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WP.b1 State an opinion or preference about the topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs were written at this grade level for this PI.		
Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (*in somewhat random order*) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.K.1 Use a combination of drawing, dictating, or writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>

Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
No CCCs were written at this grade level for this PI.		

Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>

English Language Arts | Grade K - Reading Informational Text (RI)

Progress Indicator: E.RI.a offering a basic emotional response to informational texts read, texts read aloud, or texts viewed		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.		No CCRA linked
Progress Indicator: E.RI.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.b1 Locate words and illustrations in informational texts.		No CCRA linked
K.RI.b2 Distinguish front of book from back of book.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.K.5 Identify the front cover, back cover, and title page of a book.
K.RI.b3 Identify the title of an informational text or the title page.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.K.5 Identify the front cover, back cover, and title page of a book.
K.RI.b4 Place book in an upright position to read.		No CCRA linked

<p>K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p>
<p>K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p>
<p>K.RI.b7 Identify familiar written words when spoken.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>K RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>
<p>K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p>
<p>K.RI.b9 Recognize that words are separated by spaces in print.</p>	<p>Print Concepts</p> <p>RF1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a) Understand that words are separated by spaces in print.</p>

Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Progress Indicator: E.RI.d approaching informational text with a question to answer; identifying key details and main topics		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.d1 With prompting and support, answer questions about key details in a text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
K.RI.d2 With prompting and support identify the main topic.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
K.RI.d3 With prompting and support, retell/identify key details in a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non print text (e.g., what do you think we might learn about in this book?).		No CCRA linked

Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Progress Indicator: E.RI.g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RI.g1 Identify the author's purpose in an informational text.	Craft and Structure R6. Assess how point of view or purpose	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a

	shapes the content and style of a text.	text.
K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.	<p>Integration of Knowledge and Ideas</p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).	<p>Integration of Knowledge and Ideas</p> <p>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

English Language Arts | Grade K - Reading Literary (RL)

Progress Indicator: E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
K.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed.		No CCRA linked
Progress Indicator: K.RL.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences)		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
K.RL.b1 Locate words and illustrations in stories.		No CCRA linked
K.RL.b2 Distinguish front of book from back of book.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.K.5 Identify the front cover, back cover, and title page of a book.
K.RL.b3 Identify the title of a story or poem or the title page.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.K.5 Identify the front cover, back cover, and title page of a book.
K.RL.b4 Place book in upright position to read.		No CCRA linked
K.RL.b5 During shared reading	Print Concepts	RF.K.1 Demonstrate understanding of the

<p>activities, indicate need to turn the page for continued reading of a story/text.</p>	<p>RF.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>organization and basic features of print. a) Follow words from left to right, top to bottom, and page by page.</p>
<p>K.RL.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.</p>	<p>Print Concepts RF.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page by page.</p>
<p>K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Tony").</p>	<p>Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print. b) Recognize that spoken words are represented in written language by specific sequences of letters.</p>
<p>K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p>	<p>Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print. b) Recognize that spoken words are represented in written language by specific sequences of letters.</p>
<p>K.RL.b9 Recognize that words are separated by spaces in print.</p>	<p>Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print. c) Understand that words are separated by spaces in print.</p>
<p>Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of</p>		

events, interprets illustrations)		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
K.RL.c1 With prompting and support, sequence a set of events in a familiar story.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.K.2 With prompting and support, retell familiar stories, including key details.
K.RL.c2 With prompting and support, identify the beginning, middle, and ending of a familiar story.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.K.2 With prompting and support, retell familiar stories, including key details.
K.RL.c3 With prompting and support, identify the author of a familiar story (e.g., <i>Show me the author, Show me who wrote the book</i>).	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
K.RL.c4 With prompting and support, define the role of the author.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
K.RL.c5 With prompting and support, identify the illustrator.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
K.RL.c6 With prompting and support,	Craft and Structure	RL.K.6 With prompting and support,

define the role of the illustrator.	R6. Assess how point of view or purpose shapes the content and style of a text.	name the author and illustrator of a story and define the role of each in telling the story.
K.RL.c7 With prompting and support, identify the relationship between an illustration and the story.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
K.RL.d1 With prompting and support, identify characters in a story.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
K.RL.d2 With prompting and support, identify major events (e.g., problem or solution) in a story.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
K.RL.e1 Retell a familiar story (e.g., What was the story about?).	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.K.2 With prompting and support, retell familiar stories, including key details.

K.RL.e2 With prompting and support, answer questions about key details in a story.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
K.RL.f1 With prompting and support, show how characters interacted in a story.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
K.RL.f2 With prompting and support, identify a setting in a story.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles		
Core Content Connectors: K	CCRA Anchor Standard	Idaho Content Standard
K.RL.g1 Recognize common types of text.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
K.RL.g2 With prompting and support,	Integration of Knowledge and Ideas	RL.K.9 With prompting and support,

compare and contrast (i.e., find something the same and something different) between familiar stories.	R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	compare and contrast the adventures and experiences of characters in familiar stories.
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English Language Arts | Grade K - Reading at the Word Level (RWL)

Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RWL.a1 Ask questions about unknown words in a text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.K.4 Ask and answer questions about unknown words in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
K.RWL.a2 Answer questions about unknown words in a text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.K.4 Ask and answer questions about unknown words in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RWL.b1 Identify or name uppercase letters of the alphabet.	Print Concepts RF1. Demonstrate understanding of the organization and basic features of print.	RF.K.1 Demonstrate understanding of the organization and basic features of print. d) Recognize and name all upper- and lowercase letters of the alphabet.
K.RWL.b2 Identify or name lowercase letters of the alphabet.	Print Concepts RF1. Demonstrate understanding of the organization and basic features of print.	RF.K.1 Demonstrate understanding of the organization and basic features of print.

		d) Recognize and name all upper- and lowercase letters of the alphabet.
K.RWL.b3 Recognize the sound(s) for each letter.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a) Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.
K.RWL.b4 Produce the sound(s) for each letter.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. a) Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.
K.RWL.b5 Recognize rhyming words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Recognize and produce rhyming words.
K.RWL.b6 Produce rhyming words.	Phonological Awareness RF2. Demonstrate understanding of spoken words,	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

	syllables, and sounds (phonemes).	a) Recognize and produce rhyming words.
K.RWL.b7 Count syllables in spoken words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b) Count, pronounce, blend, and segment syllables in spoken words.
K.RWL.b8 Blend and segment syllables in spoken words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b) Count, pronounce, blend, and segment syllables in spoken words.
K.RWL.b9 Blend and segment onsets and rhymes of single-syllable spoken words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c) Blend and segment onsets and rhymes of single-syllable spoken words.
K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d) Isolate and pronounce the initial, medial vowel, and final sounds

		(phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. b) Associate the long and short sounds

		with common spellings (graphemes) for the five major vowels.
K.RWL.c2 Identify the sound that differs between two similarly spelled words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b) Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.
K.RWL.c4 Identify the meaning of common inflections and affixes.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b) Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.
K.RWL.c5 Use meanings of common inflections and	Vocabulary Acquisition and Use	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words

affixes as a clue to the meaning of an unknown word.	L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	and phrases based on kindergarten reading and content. b) Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.
Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RWL.d1 Read common kindergarten high frequency words by sight.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
K.RWL.d2 Participate in reading emergent-reader texts.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.K.4 Read emergent-reader texts with purpose and understanding.
Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RWL.e1 Identify new meanings for familiar words.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

	general and specialized reference materials, as appropriate.	a) Identify new meanings for familiar words and apply them accurately.
K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Vocabulary Acquisition and Use L5. With guidance and support from adults, explore word relationships and nuances with word meanings.	L.K.5 With guidance and support from adults, explore word relationships and nuances with word meanings. a) Sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.	Vocabulary Acquisition and Use L5. With guidance and support from adults, explore word relationships and nuances with word meanings.	L.K.5 With guidance and support from adults, explore word relationships and nuances with word meanings. b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed		
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.RWL.f1 With guidance and support, use newly acquired words in real-life context.	Vocabulary Acquisition and Use L5. With guidance and support from adults, explore word relationships and nuances with word meanings. Vocabulary Acquisition and Use	L.K.5 With guidance and support from adults, explore word relationships and nuances with word meanings. c) Identify real-life connections between words and their use (e.g., note places at

	<p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>school that are <i>colorful</i>).</p> <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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English Language Arts | Grade K - Writing: Across All Types (WA)

Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.	<p>Presentation of Knowledge and Ideas</p> <p>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WA.3 Print many upper- and lowercase letters.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Print many upper- and lowercase letters.</p>
K.WA.4 Use high frequency nouns in dictating or writing.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b) Use frequently occurring nouns</p>

		and verbs.
K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
K.WA.6 Complete sentences in a shared language activity.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f) Produce and expand complete sentences in shared language activities.
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WA.7 Capitalize the first word in a sentence and the pronoun <i>I</i>.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Capitalize the first word in a sentence and the pronoun <i>I</i> .
K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).	Conventions of Standard English L2. Demonstrate command of the conventions of standard	L.K.2 Demonstrate command of the conventions of standard English capitalization,

	English capitalization, punctuation, and spelling when writing.	punctuation, and spelling when writing. c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Core Content Connectors: K	CCRA Standards	Idaho Content Standard
K.WA.9 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

English Language Arts | Grade 1 - Habits and Dispositions (HD)

E.HD.a recognizing that reading should "make sense" and that writing "carries a message"		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.1.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.1.1.C Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. c) Ask questions to clear up any confusion about the topics and texts under discussion.
E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.HD.b1 Choose informational and narrative text to read and reread, listen to, or view for leisure purposes.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

E.HD.c engaging in shared and independent /self-initiated reading and writing activities		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.1.10 Actively engage in group reading activities with purpose and understanding.
1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.1.10 Actively engage in group reading activities with purpose and understanding.
1.HD.c3 Draw, dictate, and/or write about an event or linked events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
1.HD.c5 Build on others' talk in conversations by responding to the	Comprehension and Collaboration	SL.1.1 Participate in collaborative conversations with diverse partners about

comments of others through multiple exchanges.	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<i>grade 1 topics and texts</i> with peers and adults in small and larger groups. b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
1.HD.c6 Participate in shared research or writing projects.	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.HD.d1 Engage in small or large group discussions by sharing one's own writing.	Presentation of Knowledge and Ideas SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.
1.HD.d2 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats,	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

	including visually, quantitatively, and orally.	
1.HD.d4 Retell a favorite text, including key details.	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
1.HD.d5 Discuss key details and main topic of a preferred text.	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.1.2 Identify the main topic and retell key details of a text.</p>
E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)	<p>RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF.1.4.C Read with sufficient accuracy and fluency to support comprehension</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
1.HD.e2 Identify text features to aid	Craft and Structure	<p>RI.1.5 Know and use various text features</p>

comprehension.	R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	(e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.HD.e3 Use text features to aid comprehension.	<p>Integration of Knowledge and Ideas</p> <p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
No CCCs written at this grade level for this PI.		
E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.HD.g1 Read books to examine how certain genres are written.	<p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger</p>	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

	portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
1.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.	Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.	W.1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

English Language Arts | Grade 1 - Informational Writing (WI)

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (event, photo, etc.)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WI.a1 Describe factual information about familiar people, places, things, and /or events with relevant details orally or in writing.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1.WI.a2 With guidance and support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WI.b1 Write simple statements that name a topic and supply some facts about the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple		

sentences that often connect two clauses; applying basic capitalization and end punctuation		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?).	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

	plagiarism.	
1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 1		
Progress Indicator: E.WI.f selecting <i>and ordering</i> fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 1		
Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in <i>somewhat random order</i> (e.g., listing fact statements rather than connecting or relating ideas)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and/or events describing subtopics of larger topics.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in <i>several related sentences</i>		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard

<p>1.WI.h1 Provide a concluding statement or section to a permanent product.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<p>Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics</p>		
<p>Core Content Connectors: 1</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>

English Language Arts | Grade 1 - Literary Writing (WL)

Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.a1 Generate ideas and/or opinions when participating in shared writing projects.	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
1.WL.a2 With guidance and support, recall information from experiences to answer a question orally or in writing.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.b1 Describe people, places, things, and/or events with relevant details.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

	follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
Progress Indicator: E.WL.c telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Progress Indicator: E.WL.d logically sequencing events (beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
1.WL.d2 Write a narrative that	Text Types and Purposes	W.1.3 Write narratives in which they recount

includes a sense of closure.	W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at 1st grade		
Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.f1 Provide a title for writing that tells the central idea or focus.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

English Language Arts | Grade 1 - Persuasive Writing (WP)

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WP.a1 Draw, dictate, or write an idea or opinion about a topic.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is....</i>).</p>
1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels,		

nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an opinion.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information , ads- convince you to buy, personal messages/letters- different purposes, include opinions)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI		
Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts-opinions or reasons for-against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI		
Progress Indicator: E.WP.e locating facts to support stated opinions about a topic(e.g., survey peers) or text; collaboratively describing reasons for-against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation.		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

	while avoiding plagiarism.	
Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (<i>in somewhat random order</i>) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1.WP.g2 Write an opinion piece that includes a sense of closure.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and		

concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

English Language Arts | Grade 1 - Reading Informational Text (RI)

Progress Indicator: E.RI.a offering a basic emotional response to informational texts read, texts read aloud, or texts viewed		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.		No CCRA linked
Progress Indicator: E.RI.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RI.b1 Locate words and illustrations in informational texts.		
1.RI.b2 During shared reading activities, indicate need to turn the page for continued reading.	Print Concepts RF1. Demonstrate understanding of the organization and basic features of print.	RF.K.1 Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page by page.
1.RI.b3 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.	Print Concepts RF1. Demonstrate understanding of the organization and basic features of print.	RF.K.1 Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page by page.
1.RI.b4 Recognize that words are separated by spaces in print.	Print Concepts RF1. Demonstrate understanding of the organization and basic features of print.	RF.K.1 Demonstrate understanding of the organization and basic features of print.

		a) Understand that words are separated by spaces in print.
1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.	Print Concepts RF1. Demonstrate understanding of the organization and basic features of print.	RF.1.1 Demonstrate understanding of the organization and basic features of print. a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
1.RI.c2 Identify the organizational features of an informational text (e.g., use of headings bold print).		No CCRA linked
Progress Indicator: E.RI.d approaching informational texts with a question to answer; identifying key details and main topic		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual	RI.1.1 Ask and answer questions about key details in a text.

	evidence when writing or speaking to support conclusions drawn from the text.	
1.RI.d2 Identify the main topic of an informational text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.1.2 Identify the main topic and retell key details of a text.
1.RI.d3 Retell/identify key details in an informational text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.1.2 Identify the main topic and retell key details of a text.
Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non print text (e.g., what do you think we might learn about in this book?).		No CCRA linked
1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard

1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.RI.f2 Use a set of graphical instructions/illustrations/steps to complete a task.		No CCRA linked
1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Progress Indicator: E.RI.1g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RI.g1 Identify the facts and details an author gives to support points in a text.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.1.8 Identify the reasons an author gives to support points in a text.
1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

English Language Arts | Grade 1 - Reading Literary (RL)

Progress Indicator: E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
1.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed.		No CCRA linked
Progress Indicator: E.RL.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences)		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
1.RL.b1 Locate words and illustrations in stories.		No CCRA linked
1.RL.b2 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.	Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print.	RF.K.1 Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page by page.
1.RL.b3 During shared reading activities, indicate need to turn the page for continued reading of a story/text.	Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print.	RF.K.1 Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page by page.
1.RL.b4 Recognize that words are separated by spaces in print.	Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print.	RF.K.1 Demonstrate understanding of the organization and basic features of print.

		c) Understand that words are separated by spaces in print.
1.RL.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization).	Print Concepts K RF.1 Demonstrate understanding of the organization and basic features of print.	RF.1.1 Demonstrate understanding of the organization and basic features of print. a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations)		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
1.RL.c1 Explain a key illustration in the story.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.c3 Answer questions about the beginning, middle, and end of a story.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.1.3 Describe characters, settings, and major events in a story, using key details.
1.RL.c4 Use signal words (e.g., first,	Key Ideas and Details	RL.1.3 Describe characters, settings,

<p>next, after, before) and text details to describe events of a story.</p>	<p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>and major events in a story, using key details.</p>
<p>Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted</p>		
<p>Core Content Connectors: 1</p>	<p>CCRA Anchor Standard</p>	<p>Idaho Content Standard</p>
<p>1.RL.d1 Answer questions about key details in a story (e.g., <i>who, what, when, where, why</i>).</p>	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>1.RL.d2 Ask questions about key details in a familiar story.</p>	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

1.RL.d3 Identify and/or describe the characters from a story.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.1.3 Describe characters, settings, and major events in a story, using key details.
1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.	Key Ideas and Details R3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.1.3 Describe characters, settings, and major events in a story, using key details.
Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
1.RL.e1 Answer questions regarding key events of stories.	Key Ideas and Details R3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.1.3 Describe characters, settings, and major events in a story, using key details.
1.RL.e2 Use details to tell what happened in a story.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.e3 Retell the sequence of events in a story.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

	key supporting details and ideas.	
Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
1.RL.f1 Identify who is telling the story in a text.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.1.6 Identify who is telling the story at various points in a text.
1.RL.f2 Identify and/or describe a setting in a story.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.1.3 Describe characters, settings, and major events in a story, using key details.
1.RL.f3 Describe feelings of characters.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.1.3 Describe characters, settings, and major events in a story, using key details.
Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles		
Core Content Connectors: 1	CCRA Anchor Standard	Idaho Content Standard
1.RL.g1 Identify the purpose of storybooks and informational text.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
1.RL.g2 Compare and contrast (what is	Range of Reading and Level of Text	RL.1.9 Compare and contrast the

the same and what is different) the experiences of characters in stories.	Complexity R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	adventures and experiences of characters in stories.
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English Language Arts | Grade 1 - Reading at the Word Level (RWL)

Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape</p>	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and</p>

	meaning or tone.	phrases in a text.
Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RWL.b1 Identify or name uppercase letters of the alphabet.	<p>Print Concepts</p> <p>RF1. Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d) Recognize and name all upper- and lowercase letters of the alphabet.</p>
1.RWL.b2 Identify or name lowercase letters of the alphabet.	<p>Print Concepts</p> <p>RF1. Demonstrate understanding of the organization and basic features of print.</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d) Recognize and name all upper- and lowercase letters of the alphabet.</p>
1.RWL.b3 Recognize the sound(s) for each letter.	<p>Phonics and Word Recognition</p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>
1.RWL.b4 Produce the sound(s) for each letter.	<p>Phonics and Word Recognition</p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds</p>

		for each consonant.
1.RWL.b5 Recognize rhyming words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Recognize and produce rhyming words.
1.RWL.b6 Produce rhyming words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Recognize and produce rhyming words.
1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b) Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
1.RWL.c2 Identify the sound that differs between two similarly spelled words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b) Know the spelling-sound correspondence for common consonant digraphs.

<p>1.RWL.c4 Decode regularly spelled CVC words.</p>	<p>Phonics and Word Recognition</p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b) Decode regularly spelled one-syllable words.</p>
<p>1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word.</p>	<p>Phonics and Word Recognition</p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c) Know final –e and common vowel team conventions for representing long vowel sounds.</p>
<p>1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words.</p>	<p>Phonological Awareness</p> <p>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a) Distinguish long from short vowel sounds in spoken single-syllable words.</p>
<p>1.RWL.c7 Read or identify frequently occurring words with inflectional endings.</p>	<p>Phonics and Word Recognition</p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f) Read words with inflectional endings.</p>
<p>1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.</p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>b) Use frequently occurring affixes as a clue to the meaning of a word.</p>
<p>Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled</p>		

words		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RWL.d1 Recognize grade-appropriate irregularly spelled words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. g) Recognize and read grade-appropriate irregularly spelled words.
1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings. b) Define words by category and by one or

		more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings. a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings. a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase.
Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed		
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.RWL.f1 With guidance and support, use newly acquired	Vocabulary Acquisition and Use	L.1.5 With guidance and support from adults, demonstrate understanding of word

<p>words in real-life context.</p>	<p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>relationships and nuances in word meanings.</p> <p>c) Identify real-life connections between words and their use (e.g., note places at home that are cozy). 1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
<p>1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships.</p>	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

English Language Arts | Grade 1 - Writing: Across All Types (WA)

Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.	Research to Build and Present Knowledge W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.	Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.	Presentation of Knowledge and Ideas SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.1.6 Produce complete sentences when appropriate to task and situation.
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WA.4 Print upper- and lowercase letters.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	speaking.	a) Print all upper- and lowercase letters.
1.WA.5 Use frequently occurring nouns in dictating or writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Use common, proper, and possessive nouns.
1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>) within writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Use common, proper, and possessive nouns.
1.WA.7 Use frequently occurring adjectives in dictating or writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f) Use frequently occurring adjectives.
1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		c) Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).
1.WA.9 Use verbs to convey a sense of past, present, or future in writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
1.WA.10 Use frequently occurring prepositions (e.g., <i>on, in</i>) in dictating or writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
1.WA.11 Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) in writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g) Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
1.WA.12 Produce and expand complete simple and compound declarative, interrogative,	Conventions of Standard English	L.1.1 Demonstrate command of the conventions of standard English

<p>imperative, and exclamatory sentences in response to prompts.</p>	<p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>grammar and usage when writing or speaking.</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p>Core Content Connectors: 1</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>1.WA.13 Write a letter or letters for consonant and short-vowel sounds (phonemes).</p>	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>
<p>1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people.</p>	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize dates and names of people.</p>
<p>1.WA.15 Use end punctuation for sentences.</p>	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

	when writing.	b) Use end punctuation for sentences.
1.WA.16 Use conventional spelling for words with common spelling patterns	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	Vocabulary Acquisition and Use L4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).

English Language Arts | Grade 2 - Habits and Dispositions (HD)

E.HD.a recognizing that reading should "make sense" and that writing "carries a message"		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.HD.a1. Ask for clarification and further explanation about topics and texts under discussion.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small or larger groups.</p> <p>d) Ask for clarification and further explanation as needed about topics and texts under discussion.</p>
2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.</p>
E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.	<p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RL.2.10 By the end of year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the</p>

		end of the range.
2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.
E.HD.c engaging in shared and independent /self-initiated reading and writing activities		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.HD.c1 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. b) Build on others' talk in conversations by linking their comments to the remarks of others.
2.HD.c3 Participate in shared research or writing projects.	Research to Build and Present Knowledge W7. Conduct short as well as more	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

	sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.HD.d1 Retell a favorite text, including key details.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.2.1 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.HD.d3 Engage in small or large group discussions by sharing one's own writing.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.HD.d4 Discuss key details and main topic of a preferred text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

	ideas.	
E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.HD.e1 Identify text features to aid comprehension.	<p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
2.HD.e2 Use text features to aid comprehension.	<p>Integration of Knowledge and Ideas</p> <p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.2.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	<p>Fluency</p> <p>RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF.2.4.C Read with sufficient accuracy and fluency to support comprehension</p> <p>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.HD.f1 Explain what information or strategy was used to help comprehend text.		No CCRA
2.HD.f2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.		No CCRA
E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.HD.g1 Read books to examine how to write certain genres.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
2.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.	Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.	W.2.6 With guidance and support from adults, use technology to produce and publish writing, (using keyboarding skills) as well as to interact and collaborate with others.
2.HD.g3 With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.HD.g4 With guidance and support from adults, work with a peer to revise	Production and Distribution of Writing	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen

<p>a permanent product.</p>	<p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>writing as needed by revising and editing.</p>
<p>2.HD.g5 With guidance and support from adults, work with a peer to edit a permanent product.</p>	<p>Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

English Language Arts | Grade 2 - Informational Writing (WI)

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and/or events with details.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: "What do we know about fire? Have you ever seen a camp fire? What did it feel like if you got too close to the fire?").	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.b1 Write statements that name a topic and supply some facts about the topic.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.d1 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
2.WI.d2 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic	Research to Build and Present Knowledge	W.2.8 Recall information from experiences or gather information from

organizers) to gather information from provided sources.	W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	provided sources to answer a question.
Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 2		
Progress Indicator: E.WI.f selecting and ordering fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 2		
Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in somewhat random order (e.g., listing fact statements rather than connecting or relating ideas)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in several related sentences		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WI.h1 Order factual statements to describe a sequence of events or to explain a procedure.	Text Types and Purposes W2. Write informative/explanatory texts to	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop

	examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	points, and provide a concluding statement or section.
2.WI.h2 Provide a concluding statement or section to a permanent product.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors:	CCRA Standards	Idaho Content Standard
2.WI.i1 With guidance and support, use feedback to strengthen writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

English Language Arts | Grade 2 - Literary Writing (WL)

Progress Indicator: E.WL.a generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
2.WL.a2 Recall information from experiences to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
2.WL.a3 Describe ideas about familiar people, places, things, and/or events.	Presentation of Knowledge and Ideas SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Progress Indicator: E.WL.b conveying meaning with illustrations/dictation to describe event, personal/imagined experience		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WL.b1 Share a story or recount	Presentation of Knowledge and Ideas	SL.2.4 Tell a story or recount an experience with

<p>an experience with appropriate facts and relevant, descriptive details.</p>	<p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written</p>		
<p>Core Content Connectors: 2</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>Progress Indicator: E.WLd logically sequencing events (e.g., beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation</p>		
<p>Core Content Connectors: 2</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and</p>	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

	well-structured event sequences.	
2.WL.d2 Write a narrative that includes a sense of closure.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at 2 nd grade		
Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WL.f1 Provide a title for writing that tells the central idea or focus.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

English Language Arts | Grade 2 - Persuasive Writing (WP)

Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WP.a1 Draw, dictate, or write an idea or opinion about a topic or text.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is....</i>).</p>
2.WP.a2 Describe familiar people, places, things, and/or events with details orally or in writing.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
2.WP.a3 Recall information from experiences to answer a question.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels,		

nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WP.b1 State an opinion or preference about the topic or text and at least one reason that supports the opinion.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI.		
Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart,	Research to Build and Present Knowledge	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

discussion web) to record reasons for or against a topic.	W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
2.WP.d2 Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in somewhat random order) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WP.f1 Write, draw, or dictate an	Text Types and Purposes	W.2.1 Write opinion pieces in which they introduce

<p>opinion statement about a topic or book of interest., include at least one reason that supports the opinion.</p>	<p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience</p>		
<p>Core Content Connectors: 2</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics</p>		
<p>Core Content Connectors: 2</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

English Language Arts | Grade 2 - Reading Informational Text (RI)

Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.1.7 Use the illustrations and details in a text to describe its key ideas.
Progress Indicator: E.RI.d approaching informational texts with a question to answer; identifying key details and main topic		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
2.RI.d2 Identify the main topic of a multi-paragraph informational text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print,		

glossary)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
2.RI.f2 Identify the sequence of events in an informational text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2.RI.f3 Identify the steps in a process in an informational text.	Key Ideas and Details	RI.2.3 Describe the connection between a series of historical events, scientific ideas or

	R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	concepts, or steps in technical procedures in a text.
2.RI.f4 Identify the cause and effect relationships in an informational text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Progress Indicator: E.RI.g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
2.RI.g2 Identify the facts and details an author gives to support points in a text.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.1.8 Identify the reasons an author gives to support points in a text.
2.RI.g3 Describe how facts and details support specific points the author makes in a text.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.2.8 Describe how reasons support specific points the author makes in a text.

English Language Arts | Grade 2 - Reading Literary (RL)

Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations; connects word meanings)		
Core Content Connectors: 2	CCRA Anchor Standard	Idaho Content Standard
2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

<p>2.RL.c5 Use signal words (e.g., <i>then, while, because, when, after, before, later</i>) to describe event sequence, actions, and interactions in a story.</p>	<p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
<p>Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted</p>		
<p>Core Content Connectors: 2</p>	<p>CCRA Anchor Standard</p>	<p>Idaho Content Standard</p>
<p>2.RL.d1 Answer <i>who, what, where, when, why,</i> and <i>how</i> questions from stories.</p>	<p>Key Ideas and Details</p> <p>R1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>
<p>2.RL.d2 Describe or select a description of a major event or problem in a story.</p>	<p>Key Ideas and Details</p> <p>R3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>
<p>2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story.</p>	<p>Key Ideas and Details</p> <p>R3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>
<p>Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories</p>		
<p>Core Content Connectors: 2</p>	<p>CCRA Anchor Standard</p>	<p>Idaho Content Standard</p>
<p>2.RL.e1 Use details to recount stories, including fables and folktales from diverse</p>	<p>Key Ideas and Details</p>	<p>RL.2.2 Recount stories, including fables and folktales from diverse</p>

cultures.	R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	cultures, and determine their central message, lesson, or moral.
2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and format, including visually, quantitatively, and orally.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)		
Core Content Connectors: 2	CCRA Anchor Standard	Idaho Content Standard
2.RL.f1 Use information gained from illustrations to describe elements within the setting.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.f2 Identify different points of view different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?).	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate

	diverse media and formats, including visually and quantitatively, as well as in words.	understanding of its characters, setting, or plot.
2.RL.f4 Use information gained from illustrations to describe a relationships between characters (e.g., mother/daughter, love/hate).	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles		
Core Content Connectors: 2	CCRA Anchor Standard	Idaho Content Standard
2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2.RLg2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

	authors take.	
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English Language Arts | Grade 2 - Reading at the Word Level (RWL)

Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b) Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in

		spoken single-syllable words.
2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.	RF3. Know and apply grade-level phonics and word analysis skills in decoding words. Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. f) Read words with inflectional endings. L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

		a) Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.RWL.c3 Decode regularly spelled one-syllable words with long vowels.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. c) Decode regularly spelled two-syllable words with long vowels.
2.RLW.c4 Decode regularly spelled two-syllable words with long vowels.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. c) Decode regularly spelled two-syllable words with long vowels.
2.RWL.c5 Decode words with common prefixes and suffixes.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. d) Decode words with common prefixes and suffixes.
2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

	materials, as appropriate.	b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell, retell).
2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words.	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</p>
Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.	<p>Phonics and Word Recognition</p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d) Recognize and read grade-appropriate irregularly spelled words.</p>
2.RWL.d2 Identify grade-level words with accuracy and on successive attempts.	<p>Fluency</p> <p>RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

		b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing intensity by defining them or acting out their meaning.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

		b) Distinguish shades of meaning among closely related verbs differing in manner (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.RWL.e3 Use context to confirm or self-correct word recognition.	Fluency RF.4. Read with sufficient accuracy and fluency to support comprehension.	RF.2.4 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase.	Vocabulary Acquisition and Use L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the meaning of the word or phrase.
2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.	Vocabulary Acquisition and Use L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

<p>2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>Craft and Structure</p> <p>R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>
<p>Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed</p>		
<p>Core Content Connectors: 2</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>2.RWL.f1 Use newly acquired words in real-life context.</p>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a) Identify real-life connections between words and their use (e.g., describe foods that are spicy and juicy).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
<p>2.RWL.f2 Use adjectives to describe nouns.</p>	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to</p>	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

	comprehension or expression.	
2.RWL.f3 Use adverbs to describe verbs.	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

English Language Arts | Grade 2 - Writing: Across All Types (WA)

Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WA.1 Use end punctuation for sentences.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Use end punctuation for sentences.
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaboration with peers.	Research to Build and Present Knowledge W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WA.3 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.	Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Core Content Connectors: 1	CCRA Standards	Idaho Content Standard
2.WA.4 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.	Presentation of Knowledge and Ideas SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

	command of formal English when indicated or appropriate.	
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WA.5 Use collective and irregular plural nouns within writing.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>a) Use collective nouns (e.g., <i>group</i>).</p> <p>b) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>
2.WA.6 Use past tense irregular verbs within writing.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>d) Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>
2.WA.7 Use adjectives and adverbs within writing.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>
2.WA.8 Use reflexive pronouns (e.g., myself, ourselves) within writing.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p>

	conventions of standard English grammar and usage when writing or speaking.	c) Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).
2.WA.9 Produce and expand upon simple or compound sentences.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. f) Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WA.10 Write a letter or letters for consonant and short-vowel sounds (phonemes).	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
2.WA.11 Use end punctuation for sentences.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b) Use end punctuation for sentences.
2.WA.12 Use conventional spelling for	Conventions of Standard English	L.1.2 Demonstrate command of the

words with common spelling patterns.	L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	conventions of standard English capitalization, punctuation, and spelling when writing. d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
2.WA.13 Capitalize dates, names of people, holidays, product names, and geographic names.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Capitalize holidays, product names, and geographic names.
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
2.WA.14 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Vocabulary Acquisition and Use L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

English Language Arts | Grade 3 - Habits and Dispositions (HD)

E.HD.h self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<p>3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.</p>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
	<p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>
<p>3.HD.h2 Compare two or more texts on the same topic or by the same author.</p>	<p>Integration of Knowledge and Ideas</p> <p>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
<p>E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)</p>		

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<p>3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.</p>	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>
<p>3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</p>	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
<p>3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p>	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
<p>3.HD.i4 Express ideas and understanding in light of</p>	<p>Comprehension and Collaboration</p>	<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in</p>

collaborative discussions.	SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. d) Explain their own ideas and understanding in light of the discussion.
E.HD.j use self-monitoring talk ("I think...", "This reminds me of...", "This was about...") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.HD.k deepening exposure to favorite authors/topics/genres and explaining/supporting preferences		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.HD.k1 Explain preferences for favorite authors, topics, and/or genres.		No CCRA
E.HD.l self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.HD.l1 Explain what information or strategy was used to help comprehend text.		No CCRA
3.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.		No CCRA
3.HD.l3 Describe process used to		No CCRA

develop writing.		
E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.		No CCRA

English Language Arts | Grade 3 - Informational Writing (WI)

Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 3		
Progress Indicator: E.WI.k locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WI.k1 Gather information (e.g., take notes) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WI.k3 Locate important points on a single topic from two informational texts or sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
Progress Indicator: E.WI.1 using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WI.11 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.WI.12 Take brief notes (e.g., graphic organizers, notes, labeling, listing) from sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WI.13 Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c.) Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
3.WI.14 Sort evidence (e.g., graphic organizer) collected from print and/or digital	Research to Build and Present Knowledge	W.3.8 Recall information from experiences or gather information from

sources into provided categories.	W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.3.7 Conduct short research projects that build knowledge about a topic.
3.WI.16 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.")		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WI.m1 Introduce a topic and grouping related information together.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.) Introduce a topic and group related information together; include illustrations when useful to aiding

		comprehension.
Progress Indicator: E.WI.n selecting <i>relevant</i> facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WI.n1 Identify key details in an informational text.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b.) Develop the topic with facts, definitions, and details.
Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

	the effective selection, organization, and analysis of content.	a.) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WI.q1 Provide a concluding statement or section to summarize the information presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d.) Provide a concluding statement or section.
Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

	audience.	
3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

English Language Arts | Grade 3 - Literary Writing (WL)

Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WL.h1 Recall information from experiences for use in writing.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	accuracy of each source, and integrate the information while avoiding plagiarism.	
3.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Establish a situation and introduce a narrator and/or characters; organize an event

		sequence that unfolds naturally.
3.WL.j2 Sequence events in writing that unfold naturally.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WL.l1 Use temporal words and phrases to signal event	Text Types and Purposes	W.3.3 Write narratives to develop

order.	W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c) Use temporal words and phrases to signal event order.
Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d) Provide a sense of closure.
Progress Indicator: E.WL.n with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity		

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<p>3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</p>	<p>Production and Distribution of Writing</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p>3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

English Language Arts | Grade 3 - Persuasive Writing (WP)

Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.i1 Recall relevant information from experiences for use in writing.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.j1 Gather facts (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources,	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

	sufficient evidence.	a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
Progress Indicator: E.HD.l selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.l1 Provide reasons or facts that support a stated opinion.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. b) Provide reasons that support the opinion.
Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.m1 Use linking words and phrases that connect the opinions and reasons.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. c) Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
3.WP.m2 Elaborate on each reason given in support of an opinion with relevant details.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

	organization, development, and style are appropriate to task, purpose, and audience.	
Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.n1 Provide a concluding statement or section.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. d) Provide a concluding statement or section.
Progress Indicator: E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization,	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

	and style are appropriate to task, purpose, and audience.	
3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

English Language Arts | Grade 3 - Reading Informational Text (RI)

Progress Indicator: E.RI.h locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.RI.h1 Identify the purpose of a variety of text features.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

	visually and quantitatively, as well as in words.	
Progress Indicator: E.RI.i identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.3.2 Determine the main ideas and</p>

	<p>support conclusions drawn from the text.</p> <p>Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>Progress Indicator: E.RI.j attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)</p>		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<p>3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.</p>	<p>Integration of Knowledge and Ideas</p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<p>3.RI.j2 Describe the connection between sentences and paragraphs in a text.</p>	<p>Integration of Knowledge and Ideas</p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<p>Progress Indicator: E.RI.k using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts</p>		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<p>3.RI.k1 Identify the author's purpose in an informational text.</p>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose</p>	<p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p>

	shapes the content and style of a text.	
3.RI.k2 Identify own point of view about a topic.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.3.6 Distinguish their own point of view from that of the author of a text.
3.RI.k3 Compare own point of view to that of the author.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.3.6 Distinguish their own point of view from that of the author of a text.
3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Progress Indicator: E.RI.1 using evidence to show how graphics/ visuals support central ideas		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.RI.11 Identify information learned from illustrations and information learned from the words in an informational text.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.12 Use information gained from	Integration of Knowledge and Ideas	RI.3.7 Use information gained from

illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.13 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Progress Indicator: E.RI.m using a variety of sources to research a topic; determining relevance of information; making connections within or across texts		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.RI.m1 When researching a topic, find the relevant details or information from a text.		No CCRA link
3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Progress Indicator: E.RI.n analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.RI.n1 Identify facts that an author uses to support a specific point or opinion.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development;	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

	summarize the key supporting details and ideas.	
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English Language Arts | Grade 3 - Reading Literary (RL)

Progress Indicator: E.RL.h describing relationships among characters, setting, key events, and conflicts		
Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.h2 Explain how characters actions contribute to the sequence of events/plot.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Progress Indicator: E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions		
Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.i2 Answer literal questions and refer to text to support your answer.	Key Ideas and Details R1. Read closely to determine what the text	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis

	says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	for the answers.
3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Integration of Knowledge and Ideas</p> <p>R 7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>
Progress Indicator: E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective		
Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
3.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents).		No CCRA link
3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).	<p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

<p>3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter).</p>	<p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>
<p>3.RL.j4 Identify narrator or character's point of view.</p>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
<p>3.RL.j5 Identify own point of view.</p>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
<p>3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
<p>Progress Indicator: E.RL.k identifying central ideas and key details to derive author's purpose, message or theme</p>		
<p>Core Content Connectors: 3</p>	<p>CCRA Anchor Standard</p>	<p>Idaho Content Standard</p>
<p>3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.</p>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>

<p>3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.</p>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
<p>Progress Indicator: E.RL.I using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions)</p>		
<p>Core Content Connectors: 3</p>	<p>CCRA Anchor Standard</p>	<p>Idaho Content Standard</p>
<p>3.RL.I1 Describe a character's traits in a story using details from the text and illustrations.</p>	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<p>3.RL.I2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.</p>	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<p>3. RL.I3 Explain a character's feelings in a story using the character's thoughts, words,</p>	<p>Key Ideas and Details</p>	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings)</p>

and actions as evidence from the text.	R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	and explain how their actions contribute to the sequence of events.
3.RL.14 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Progress Indicator: E.RL.m describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts		
Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
3.RL.m1 Analyze how a character's point of view influences a conflict within a text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.RL.m2 Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

English Language Arts | Grade 3 - Reading at the Word Level (RWL)

Progress Indicator: E.RWL.g Applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.RWL.g1 Identify the meaning of most common prefixes.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a) Identify and know the meaning of most common prefixes and derivational suffixes.
3.RWL.g2 Identify the meaning of most common suffixes.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a) Identify and know the meaning of most common prefixes and derivational suffixes.
3.RWL.g3 Decode regularly spelled one-syllable words with long vowels.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. c) Decode regularly spelled two-syllable words with long vowels.
3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. c) Decode regularly spelled two-syllable words with long vowels.
3.RWL.g5 Decode	Phonics and Word Recognition	RF.3.3 Know and apply grade-level phonics and

<p>multisyllable words.</p>	<p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>word analysis skills in decoding words.</p> <p>c) Decode multi-syllable words.</p>
<p>3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g, <i>addition, additional</i>).</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g, <i>company, companion</i>).</p>
<p>3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p>b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless,</p>

		heat/preheat).
Progress Indicator: E.RWL.h Reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. c) Read grade-appropriate irregularly spelled words.
3.RWL.h2 Identify grade level words with accuracy.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Progress Indicator: E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.RWL.i1 Use context to confirm or self-correct word recognition.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

		c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the meaning of the word or phrase.
3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. d) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
Progress Indicator: E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed		
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard

<p>3.RWL.j1 Use newly acquired words in real-life context.</p>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
<p>3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately.</p>	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>3.RWL.j3 Use newly acquired domain-specific words and phrases accurately.</p>	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases</p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical,</p>	<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>

in a text relevant to a grade 3 topic or subject area.	connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Progress Indicator: E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts		
Core Content Connectors: 3	CCRA Anchor Standard	Idaho Content Standard
3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).
3.RWL.k2 Determine the meaning of literal and non-literal words and phrases as they are used in a text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

English Language Arts | Grade 3 - Writing: Across All Types (WA)

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<p>3.WA1. Develop keyboarding skills.</p>	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs).</p>
<p>3.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p>	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs).</p>
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<p>3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</p>	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace.</p>

Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
<p>3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>Presentation of Knowledge and Ideas</p> <p>SL5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<p>3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</p>	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b) Form and use regular and irregular plural nouns.</p> <p>c) Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d) Form and use regular and irregular verbs.</p> <p>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>
<p>3.WA.6 Use simple and compound sentences in informative/explanatory writing.</p>	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

		i. Produce simple, compound, and complex sentences.
3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Form and use regular and irregular plural nouns. c) Use abstract nouns (e.g., <i>childhood</i>). d) Form and use regular and irregular verbs. g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
3.WA.8 Use correct subject-verb and pronoun-antecedent agreement within writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f) Ensure subject-verb and pronoun-antecedent agreement.
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WA.9 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

		a) Capitalize appropriate words in titles.
3.WA.10 Use quotation marks within writing.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c) Use commas and quotations marks in dialogue</p>
3.WA.11 Use conventional spelling (e.g., <i>sitting, smiled, cries</i>) and spelling patterns (e.g., <i>word families, syllable patterns, ending rules</i>) in writing words.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
3.WA.12 Use commas accurately in addresses or dialogue within writing.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

		c) Use commas and quotations marks in dialogue.
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WA.13 Choose words and phrases for appropriate effect (e.g. to inform) within writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases for effect.
Core Content Connectors: 3	CCRA Standards	Idaho Content Standard
3.WA.14 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.3.6 Acquire and use accurately grade-appropriate conversation, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

English Language Arts | Grade 4 - Habits and Dispositions (HD)

E.HD.h self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.	<p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
4.HD.h2 Report out about two or more texts on the same self-selected topic.	<p>Integration of Knowledge and Ideas</p> <p>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>

	their own clearly and persuasively.	a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>
4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>
4.HD.i4 Review the key ideas expressed within a collaborative discussion.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>d) Review the key ideas expressed and explain</p>

		their own ideas and understanding in light of the discussion.
E.HD.j use self-monitoring talk ("I think...", "This reminds me of...", "This was about...") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
E.HD.k deepening exposure to favorite authors/topics/genres and explaining/supporting preferences		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.HD.k1 Explain preferences for favorite authors, topics, and/or genres.		No CCRA
E.HD.l self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.HD.l1 Explain what information or strategy was used to help comprehend text.		No CCRA
4.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.		No CCRA
4.HD.l3 Describe process used to develop writing.		No CCRA
E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals		

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.		No CCRA

English Language Arts | Grade 4 - Informational Writing (WI)

Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at grade 4		
Progress Indicator: E.WI.k locating information from at least two reference sources (e.g., print/ non-print) to obtain information on a topic (e.g., sports); listing sources		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.k1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Progress Indicator: E.WI.l using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.l1 With guidance and support	Production and Distribution of Writing	W.4.5 With guidance and support from peers

<p>from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p>	<p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>4.WI.12 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p>	<p>Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>4.WI.13 Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c.) Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>
<p>4.WI.14 Sort evidence collected from print and/or digital sources into provided categories.</p>	<p>Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>4.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p>Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject</p>	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>

	under investigation.	
4.WI.16 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.")		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Progress Indicator: E.WI.n selecting <i>relevant</i> facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.n1 Identify key details from an informational text.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.WI.n2 Use precise language and	Text Types and Purposes	W.4.2 Write informative/explanatory texts to

domain-specific vocabulary to inform about or explain the topic.	W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	examine a topic and convey ideas and information clearly. d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to

		aiding comprehension.
Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus.		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.q1 Provide a concluding statement or section to support the information presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e.) Provide a concluding statement or section related to the information or explanation presented.
Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning: grade-appropriate spelling (e.g., words that follow patterns/rules), end punctuation and capitalization, variety of sentence types		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or	Production and Distribution of Writing W4. Produce clear and coherent writing in	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

audience.	which the development, organization, and style are appropriate to task, purpose, and audience.	
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English Language Arts | Grade 4 - Literary Writing (WL)

Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WL.h1 Recall relevant information from experiences for use in writing.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on an literary topic (e.g., select a topic, draft outline, develop narrative).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

	information while avoiding plagiarism.	
4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

<p>4.WL.j2 Sequence events in writing that unfold naturally.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
<p>Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description</p>		
<p>Core Content Connectors: 4</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>
<p>4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

		d) Use concrete words and phrases and sensory details to convey experiences and events precisely
Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c) Use a variety of transitional words and phrases to manage the sequence of events.
Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e) Provide a conclusion that follows from the narrated experiences or events.
Progress Indicator: E.WL.n with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types		

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<p>4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity</p>		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<p>4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</p>	<p>Production and Distribution of Writing</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
<p>4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story).</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

English Language Arts | Grade 4 - Persuasive Writing (WP)

Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WP.i1 Recall relevant information from experiences for use in writing.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).	<p>Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>b) Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>
Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good		

pets)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

<p>4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.</p>	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text</p>		
<p>Core Content Connectors: 4</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>
<p>Progress Indicator: E.HD.l selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary</p>		
<p>Core Content Connectors: 4</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>4.WP.l1 Provide reasons which include facts and details that support a stated opinion.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>b) Provide reasons that are supported by facts and details.</p>
<p>Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples</p>		

using several related sentences, and making connections using transitions (because, but, for example, etc.)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WP.m1 Create an organizational structure that lists reasons in a logical order.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>
4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>
4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard

<p>4.WP.n1 Provide a concluding statement or section related to the opinion presented.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>d. Use precise language and domain-specific vocabulary to support the opinion piece.</p>
<p>Progress Indicator: E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types.</p>		
<p>Core Content Connectors: 4</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
<p>Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback</p>		
<p>Core Content Connectors: 4</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</p>	<p>Production and Distribution of Writing</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
<p>4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing,</p>	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

	rewriting, or trying a new approach.	
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English Language Arts | Grade 4 - Reading Informational Text (RI)

Progress Indicator: E.RI.h locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4.RI.h4 Use information presented visually,	Integration of Knowledge and	RI.4.7 Interpret information presented

<p>orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.</p>	<p>Ideas</p> <p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
<p>4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.</p>	<p>Integration of Knowledge and Ideas</p> <p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
<p>Progress Indicator: E.RI.i identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information</p>		
<p>Core Content Connectors: 4</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly.</p>	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.</p>	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make</p>	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

	logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
4.RI.i3 Determine the main idea of an informational text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RI.i4 Identify supporting details of an informational text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Comprehension and Collaboration SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Progress Indicator: E.RI.j attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).	Craft and Structure RI5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

	stanza) relate to each other and the whole.	
4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Progress Indicator: E.RI.k using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.RI.k1 Determine if information in a text is firsthand or secondhand.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

	of a text.	
4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.	Comprehension and Collaboration SL3. Identify the reasons and evidence a speaker provides to support particular points.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points
4. RI.k5 Identify reasons that the author uses to support ideas in an informational text.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Progress Indicator: E.RI.I using evidence to show how graphics/visuals support central ideas		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.RI.I1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in

which it appears.	quantitatively, as well as in words.	which it appears.
Progress Indicator: E.RI.m using a variety of sources to research a topic; determining relevance of information; making connections within or across texts		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Progress Indicator: E.RI.n analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4. RI.n1 Identify facts that an author uses to support a specific point or opinion.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

English Language Arts | Grade 4 - Reading Literary (RL)

Progress Indicator: E.RL.h describing relationships among characters, setting, key events, and conflicts		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Progress Indicator: E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.i3 Use evidence from the text to summarize a story, poem or drama.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development;	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

	summarize the key supporting details and ideas.	
4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Progress Indicator: E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents).	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)

	(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	when writing or speaking about a text.
4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter).	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Progress Indicator: E.RL.k identifying central ideas and key details to derive author's purpose, message or theme		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points

Progress Indicator: E.RL.l using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions)		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).
4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).
Progress Indicator: E.RL.m describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RL.m1 Determine the author's point of view (first- or third- person).	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
4.RL.m3 Make connections between	Integration of Knowledge and Ideas	RL.4.7 Make connections between the text of a

<p>the text of a story and the visual representations, refer back to text/illustrations to support answer.</p>	<p>R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</p>	<p>story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>
<p>4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.</p>	<p>Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</p>	<p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>
<p>4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</p>	<p>Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
<p>4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>

English Language Arts | Grade 4 - Reading at the Word Level (RWL)

Progress Indicator: E.RWL.g applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.	<p>Phonics and Word Recognition</p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
Progress Indicator: E.RWL.h reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words		
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.	<p>Phonics and Word Recognition</p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d) Read grade-appropriate irregularly spelled words.</p>
4.RWL.h2 Identify grade level words with accuracy and on successive attempts.	<p>Fluency</p> <p>RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in</p>

		context and out of context.
4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Progress Indicator: E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RWL.i1 Use context to confirm or self-correct word recognition.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a) Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of the word or phrase.
4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.

	phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4.RWL.i5 Relate words to their opposites (antonyms).	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.4.5 Demonstrate understanding of word relationships and nuances in word meanings. c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.4.5 Demonstrate understanding of word relationships and nuances in word meanings. c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Progress Indicator: E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing,		

and in responses to texts read, heard, or viewed		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RWL.j1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conversation, and endangered</i> when discussing animal preservation).
4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
Progress Indicator: E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts		
Core Content Connectors: 4	CCRA Anchor Standard	Idaho Content Standard
4.RWL.k1 Identify simple similes in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4.RWL.k2 Identify simple metaphors in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative	L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

	language, word relationships, and nuances in word meanings.	a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4.RWL.k3 Identify the meaning of common idioms.	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>b) Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
4.RWL.k4 Determine the meaning of literal and non-literal words and phrases as they are used in a text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>

English Language Arts | Grade 4 - Writing: Across All Types (WA)

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WA.1 Develop keyboarding skills.	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-2 pages)
4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-2 pages)
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WA.4 Add audio recordings and visual displays to presentations when appropriate	<p>Presentation of Knowledge and Ideas</p> <p>SL5. Make strategic use of digital media and</p>	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

to enhance the development of main ideas or themes.	visual displays of data to express information and enhance understanding of presentations.	
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WA.5 Use relative pronouns and relative adverbs in writing.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>
4.WA.6 Use prepositional phrases in writing.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e) Form and use prepositional phrases.</p>
4.WA.7 Produce simple, compound, and complex sentences in writing.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>
4.WA.8 Recognize and correct inappropriate fragments and run-on sentences.	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WA.9 Use correct capitalization in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use correct capitalization.
4.WA.10 Use commas and quotation marks in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b) Use commas and quotation marks to mark direct speech and quotations from a text. c) Use a comma before a coordinating conjunction in a compound sentence.
4.WA.11 Spell words correctly in writing, consulting references as needed.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d) Spell grade-appropriate words correctly, consulting references as needed.
Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
4.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases to convey ideas precisely.

Core Content Connectors: 4	CCRA Standards	Idaho Content Standard
<p>4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</p>	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.4.6 Acquire and use accurately grade-appropriate conversation, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>

English Language Arts | Grade 5 - Habits and Dispositions (HD)

M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction and nonfiction novels.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
5.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.	Range of Writing W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.
M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk ("I wonder...", "Now I know...so I think this means that...")		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
NO CCCs were written for this PI at this grade level.		
M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.HD.c1 Utilize different		No CCRA

comprehension strategies depending upon the text or literacy task.		
M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
M.HD.e actively contributing and supporting relevant individual perspectives in book or writing discussions		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
5.HD.e2 Review the key ideas expressed within a collaborative discussion.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.

M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.		No CCRA
5.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.		No CCRA
5.HD.f3 Write notes during the reading or writing process.		No CCRA

English Language Arts | Grade 5 - Informational Writing (WI)

Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) from print and/or digital sources that are relevant to the topic.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<p>5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.</p>	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
<p>5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a.) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
<p>5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p>Research to Build and Present Knowledge</p> <p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p>Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")</p>		
<p>Core Content Connectors: 5</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>5.WI.c1 Provide an introduction that includes context/background information and establishes a central</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

idea or focus about a topic.	examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	a.) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create	Text Types and Purposes	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and

<p>cohesion within writing.</p>	<p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>information clearly. c.) Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>
<p>Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning</p>		
<p>Core Content Connectors: 5</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
<p>Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure</p>		
<p>Core Content Connectors: 5</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>5.WI.g1 Provide a concluding statement or section to summarize the information presented.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. f.) Provide a concluding statement or section related to the information or explanation presented.</p>
<p>Progress Indicator: E.WI.h applying editing (e.g., subject/verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning; making judgments about accuracy of evidence and cohesion of</p>		

text/ visual/auditory components		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.WI.h2 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

English Language Arts | Grade 5 - Literary Writing (WL)

Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WL.c1 Organize ideas and events so that they unfold naturally.	Text Types and Purposes W3. Write narratives to develop real or	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and

	imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	clear event sequences. a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.	Text Types and Purposes W3. Write narratives to develop real or	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and

	imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	clear event sequences. d) Use concrete words and phrases and sensory details to convey experiences and events precisely.
Progress Indicator: M.WL.e developing a plot that includes tension (conflict-resolution) and unfolds through one or more episodes/scenes		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WL.f1 Use figurative language in context, including similes and metaphors.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figurative language, including similes and metaphors, in context.
Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard

<p>5.WL.g1 Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated events.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>e) Provide a conclusion that follows from the narrated experiences or events.</p>
<p>Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)</p>		
<p>Core Content Connectors: 5</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>5.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</p>	<p>Production and Distribution of Writing</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
<p>5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.5.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

English Language Arts | Grade 5 - Persuasive Writing (WP)

Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
<p>5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</p>	<p>Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.5.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</p> <p>a) <i>Apply grade 5 Reading standards to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing, on specific details in the text [e.g., how characters interact]"</i>).</p> <p>b) <i>Apply grade 5 Reading standard to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"</i>).</p>
<p>5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.</p>	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard

<p>5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p>	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</p>	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Progress Indicator: M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented</p>		
<p>Core Content Connectors: 5</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>5.WP.c1 Provide an introduction that states own opinion within persuasive text.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a) Introduce a topic or text clearly, state an</p>

		opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b) Provide logically ordered reasons that are supported by facts and details.
Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WP.e1 Links opinions and reasons using words, phrases and clauses.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

	sufficient evidence.	c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
No CCCs written for this PI		
Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d) Provide a concluding statement or section related to the opinion presented.
Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard

<p>5.WP.h1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, and audience.</p>	<p>Production and Distribution of Writing</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
<p>5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

English Language Arts | Grade 5 - Reading Informational Text (RI)

Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Progress Indicator: M.RI.b using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5.RI.b2 Use signal word to identify common types of text structure.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

	whole.	
5.RI.b3 Use search tools or text features as a means of locating relevant information.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Progress Indicator: M.RI.c using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.RI.c1 Identify prior knowledge of an event or topic.		No CCRA linked
5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.c3 Quote accurately from a text to support inferences.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

	inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
5.RI.c4 Determine the main idea, and identify key details to support the main idea.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.RI.c6 Summarize the points a speaker makes.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across texts		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.RI.d1 Explain/identify the relationship between two or more individuals, events,	Key Ideas and Details	RI.5.3 Explain the relationships or interactions between two or more

ideas, or concepts in a historical, scientific, or technical text.	R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.RI.d2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.RI.d3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

	whole.	
Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.RI.e3. Identify reasons and evidence that support an author's point(s) in a text.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.RI.e4 Determine if there are any potential biases on the author's part.		No CCRA linked
5.RI.e5 Identify the impact of the author's point of view on the reader.		No CCRA linked
Progress Indicator: M.RI.f determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard

5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning		
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.RI.g1 Identify the author's stated thesis/claim/opinion.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.RI.g3 Identify a speaker's points or claims.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view,	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	reasoning, and use of evidence and rhetoric.	
5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

English Language Arts | Grade 5 - Reading Literary (RL)

Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.	Key ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.	Key ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard

5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.	Key ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5.RL.c2 Summarize a text from beginning to end in a few sentences.	Key ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	Key ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across text		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.	Key ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
5.RL.d2 Compare and contrast two or more characters, settings, or events in a	Key ideas and Details	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or

story or drama, drawing on specific details in the text (e.g., how characters interact).	R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	drama, drawing on specific details in the text (e.g., how characters interact).
5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RL.e1 Use signal words to identify common types of text structure within a text.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Integration of Knowledge and Skills R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

	words.	
Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Progress Indicator: M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a) Interpret figurative language, including similes and metaphors, in context.

<p>5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.</p>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a) Interpret figurative language, including similes and metaphors, in context.</p>
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English Language Arts | Grade 5 - Reading at the Word Level (RWL)

Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RWL.a1 Use context to confirm or self-correct word recognition.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.5.4 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a) Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of the word or phrase.
5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RWL.b1 Use morphemes	Phonics and Word Recognition	RF.5.3 Know and apply grade-level phonics

(e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	and word analysis skills in decoding words. a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).
Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
5.RWL.c1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary		

Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
<p>5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning of key words and phrases.</p>
<p>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning of key words and phrases.</p>
<p>Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)</p>		
Core Content Connectors: 5	CCRA Anchor Standard	Idaho Content Standard
<p>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific</p>	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</p> <p>L.5.5 Demonstrate understanding of figurative</p>

	<p>word choices shape meaning or tone.</p> <p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>language, word relationships and nuances in word meanings.</p> <p>a) Interpret figurative language, including similes and metaphors, in context.</p>
<p>5.RWL.e2 Identify the meaning of common idioms or proverbs.</p>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>b) Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

English Language Arts | Grade 5 - Writing: Across All Types (WA)

Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.1 Develop keyboarding skills.	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-3 pages)
5.WA.2 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-3 pages)
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.4 Include multimedia	Presentation of Knowledge and Ideas	SL.5.5 Include multimedia components (e.g.,

components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.	SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.	Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.6 Recognize and correct inappropriate shifts in verb tense.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d) Recognize and correct inappropriate shifts in verb tense.
5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c) Use verb tense to convey various times, sequences, states, and conditions.
5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.9 Use punctuation to separate items in a series.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation to separate items in a series.</p>
5.WA.10 Use commas accurately in writing.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b) Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c) Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>
5.WA.11 Spell words correctly in writing, consulting references as needed.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

		e) Spell grade-appropriate words correctly, consulting references as needed.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Core Content Connectors: 5	CCRA Standards	Idaho Content Standard
5.WA.14 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

English Language Arts | Grade 6 - Habits and Dispositions (HD)

M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.	Range of Writing W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.
M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk ("I wonder...", "Now I know...so I think this means that...")		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
NO CCCs were written for this PI at this grade level		
M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.HD.c1 Utilize different		No CCRA

comprehension strategies depending upon the text or literacy task.		
M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
M.HD.e actively contributing and supporting relevant individual perspectives in book or writing discussions		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.		No CCRA
6.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.		No CCRA

English Language Arts | Grade 6 - Informational Writing (WI)

Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics		

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WI.c1 Provide an introduction that	Text Types and Purposes	W.6.2 Write informative/explanatory texts to

<p>includes context/background information to establish a central idea or focus about a topic.</p>	<p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
<p>Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea</p>		
<p>Core Content Connectors: 6</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
<p>6.WI.d2 . Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
<p>Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose</p>		

and genre, including use of transitional words and phrases to connect ideas		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c.) Use appropriate transitions to clarify the relationships among ideas and concepts.
6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e.) Establish and maintain a formal style.
Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia

		when useful to aiding comprehension.
Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f.) Provide a concluding statement or section that follows from the information or explanation presented.
Progress Indicator: E.WI.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/visual/auditory components		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

English Language Arts | Grade 6 - Literary Writing (WL)

Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.c1 Organize ideas and events so that they unfold naturally.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	effective technique, well-chosen details, and well-structured event sequences.	a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	effective technique, well-chosen details, and well-structured event sequences.	d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
Progress Indicator: M.WL.e developing a plot that includes tension (e.g., conflict-resolution) that unfolds through one or more episodes/scenes		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
No CCCs developed for this PI at 6 th grade		
Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.f1 Use figurative language appropriately, including similes and metaphors.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., personification) in context.</p>
Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using</p>	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	effective technique, well-chosen details, and well-structured event sequences.	e) Provide a conclusion that follows from the narrated experiences or events.
Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

English Language Arts | Grade 6 - Persuasive Writing (WP)

Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
<p>6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</p>	<p>Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.6.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</p> <p>a) <i>Apply grade 6 Reading standards to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing, on specific details in the text [e.g., how characters interact]).</i></p> <p>b) <i>Apply grade 6 Reading standard to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).</i></p>
<p>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.</p>	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>	<p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim(s) and organize the reasons and evidence clearly.</p>

	relevant sufficient evidence.	
Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources,	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic

	assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	bibliographic information for sources.
Progress Indicator: M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.c1 Provide an introduction that introduces the writer's claim within persuasive text.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s) and organize the reasons and evidence clearly.
6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s) and organize the reasons and evidence clearly.
Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.6.1 Write arguments to support claims with clear reasons and relevant evidence. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional		

appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.e1 Use words, phrases and clauses to link claims and reasons.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.6.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
No CCCs written for this PI		
Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.g1 Provide a concluding statement or section that follows the argument presented.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.6.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. e. Establish and maintain a formal style.
Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WP.h1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to	Production and Distribution of Writing	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<p>persuade), and audience.</p>	<p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
<p>6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

English Language Arts | Grade 6 - Reading Informational Text (RI)

Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.RI.a1 Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Progress Indicator: M.RI.b using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6.RI.b2 Use search tools or text features as a means of locating relevant information.		No CCRA
6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

6.RI.b4 Summarize information gained from a variety of sources including media or texts.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Progress Indicator: M.RI.c using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.RI.c1 Identify prior knowledge of an event or topic.		No CCRA linked
6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue	Comprehension and Collaboration SL2. Integrate and evaluate information	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it

under study.	presented in diverse media and formats, including visually, quantitatively, and orally.	contributes to a topic, text, or issue under study.
6.RI.c5 Summarize the points a speaker makes.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across texts		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.RI.d1 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6.RI.d2 Use textual evidence to support inferences.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.	Craft and Structure R6. Assess how point of view or purpose	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

	shapes the content and style of a text.	
6.RI.e2 Summarize the points an author makes.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Progress Indicator: M.RI.f determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning		
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.RI.g1 Identify key individuals, events, or ideas in a text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RI.g5 Identify an argument or claim that the author makes.	<p>Integration of Knowledge and Ideas</p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.	<p>Integration of Knowledge and Ideas</p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the</p>	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

	relevance and sufficiency of the evidence.	
6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.	<p>Integration of Knowledge and Ideas</p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

English Language Arts | Grade 6 - Reading Literary (RL)

Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RL.b1 Describe how the plot unfolds in a story.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or	Key Ideas and Details R1. Read closely to determine what the	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

conclusions about characters including how they change during the course of the story.	text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RL.c1 Select key details about a character and relate those details to a theme within the text.	Key ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development;	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

	summarize the key supporting details and ideas.	
Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across texts		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RL.e1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.	Integration of knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.	Integration of Knowledge and Skills R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they

	well as in words.	perceive when they listen or watch.
Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RL.f1 Determine the narrative point of view.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
Progress Indicator: M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RL.g1 Interpret personification to help explain the characters within a text.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a) Interpret figurative language, including similes and metaphors, in context.

<p>6.RL.g2 Interpret the meaning of personification to help determine the writing style within a text.</p>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a) Interpret figurative language, including similes and metaphors, in context.</p>
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English Language Arts | Grade 6 - Reading at the Word Level (RWL)

Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.
6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading

	multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	and content, choosing flexibly from an array of strategies. b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).
Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RWL.c1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. d) Verify the preliminary determination of

		the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and</p>	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading

precise meaning of a word.	multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	and content, choosing flexibly from an array of strategies. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)		
Core Content Connectors: 6	CCRA Anchor Standard	Idaho Content Standard
6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., personification) in context.
6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
6.RWL.e3 Determine the meaning of words and phrases as they are	Craft and Structure	RL.6.4 Determine the meaning of words and phrases as they are used in a text

<p>used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
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English Language Arts | Grade 6 - Writing: Across All Types (WA)

Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.
6.WA.2 Develop sufficient keyboarding skills.	Production and Distribution of Writing W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and	Presentation of Knowledge and Ideas	SL.6.5 Include multimedia components (e.g., graphics, sound) and visual displays in

visual displays in presentations to clarify information.	SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	presentation when appropriate to enhance the development of topic.
6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.	Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.6.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WA.6 Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
6.WA.7 Identify and use pronouns accurately in writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Ensure that pronouns are in the proper case (subjective, objective, possessive). b) Use intensive pronouns (e.g., myself,

		<p>ourselves).</p> <p>c) Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>
6.WA.9 Spell words correctly in writing.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b) Spell correctly.</p>
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing.	<p>Knowledge of Language</p> <p>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Vary sentence patterns for meaning,</p>

	comprehend more fully when reading or listening.	reader/listener interest, and style.
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
Core Content Connectors: 6	CCRA Standards	Idaho Content Standard
6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts | Grade 7 - Habits and Dispositions (HD)

M.HD.g expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
M.HD.h developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence	SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

	and rhetoric.	
M.HD.i sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.HD.i1 Use information and feedback to refine understanding or products.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly. d) Acknowledge new information expressed by others and, when warranted, modify their own views.
7.HD.i2 Use feedback from adults and peers to improve writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)
M.HD.j using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.HD.j1 Use information and feedback to refine own thinking.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly. d) Acknowledge new information expressed by others and, when warranted, modify their own views.
7.HD.j2 Evaluate print and digital	Research to Build and Present	W.7.8 Gather relevant information from multiple print

<p>sources to refine ideas or thoughts while writing.</p>	<p>Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.</p>	<p>and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
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English Language Arts | Grade 7 - Informational Writing (WI)

Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WI.i1 List Internet search terms for a topic of study.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WI.i4 Use a standard format to produce citations.	Research to Build and Present Knowledge	W.7.8 Gather relevant information from multiple print and digital sources, using search terms

	W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WI.i5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.
7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a.) Introduce a topic clearly, previewing what is

	content.	to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>
Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a		

knowledgeable stance and consistent (formal) style and voice		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WI.11 Use precise language and domain-specific vocabulary to inform about or explain the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
7.WI.12 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e.) Establish and maintain a formal style.
Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
7.WI.m2 Present claims and findings,	Presentation of Knowledge and Ideas	SL.7.4 Present claims and findings, emphasizing

<p>emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</p>	<p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p> <p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<p>7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p>	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis</p>		
<p>Core Content Connectors: 7</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>7WI.n1 Provide a concluding statement or section that follows from and supports the information presented.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and</p>	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

	accurately through the effective selection, organization, and analysis of content.	f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	Presentation of Knowledge and Ideas SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

	<p>audience.</p> <p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
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English Language Arts | Grade 7 - Literary Writing (WL)

Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WL.k1 Organize ideas and event so that	Text Types and Purposes	W.7.3 Write narratives to develop real or

they unfold naturally.	W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Progress Indicator: M.WL.1 selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WL.11 Use precise words and phrases, relevant descriptive details, and sensory	Text Types and Purposes	W.7.3 Write narratives to develop real or imagined experiences or events using effective

<p>language to capture the action and convey experiences and events.</p>	<p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>technique, relevant descriptive details, and well-structured event sequences.</p> <p>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
<p>Progress Indicator: M.WL.m using dialogue to advance the plot or theme</p>		
<p>Core Content Connectors: 7</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>No CCCs developed for this PI at 7th grade</p>		
<p>Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)</p>		
<p>Core Content Connectors: 7</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c) Distinguish among the connotations (associations) of words with similar denotations</p>

		(definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e) Provide a conclusion that follows from and reflects on the narrated experiences or events.
Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

English Language Arts | Grade 7 - Persuasive Writing (WP)

Progress Indicator: M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WP.i1 Discuss how own view or opinion changes using new information provided by others.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>d) Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>

and audience.	approach.	
7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.	Comprehension and Collaboration SL2.Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
7.WP.j3 List internet search terms for a topic of persuasive writing.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WP.j5 Describe how the claims within a speaker's argument matches own argument.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations	SL.7.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

	with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	d) Acknowledge new information expressed by others and, when warranted, modify their own views.
7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.WP.j7 Use a standard format to produce citations.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WP.k1 Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.7.1 Write an argument to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and

		evidence logically.
7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.7.1 Write an argument to support claims with clear reasons and relevant evidence. b) Support claim(s) with logical reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.7.1 Write an argument to support claims with clear reasons and relevant evidence. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person	Text Types and Purposes	W.7.1 Write an argument to support claims with clear reasons and relevant evidence.

<p>for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p>	<p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>d) Use precise language and domain-specific vocabulary to support the argument.</p>
<p>Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition</p>		
<p>Core Content Connectors: 7</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</p>	<p>Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.7.1 Write an argument to support claims with clear reasons and relevant evidence. e) Establish and maintain a formal style.</p>
<p>Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)</p>		
<p>Core Content Connectors: 7</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>7.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</p>	<p>Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	<p>Production and Distribution of Writing W5. Develop and strengthen writing</p>	<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</p>

	as needed by planning, revising, editing, rewriting, or trying a new approach.	focusing on how well purpose and audience have been addressed.
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English Language Arts | Grade 7 - Reading Informational Text (RI)

Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features to locate, organize, or analyze important information		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.RI.i1 Use signal words as a means of locating information.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.RI.i2 Use text features to locate information.		No CCRA linked
7.RI.i3 Outline a given text to show how ideas build upon one another.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RI.j2 Determine the central idea of a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
7.RI.j3 Analyze the development of the central idea over the course of the text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
7.RI.j4 Provide/create an objective summary of a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or	Key Ideas and Details R3. Analyze how and why individuals,	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or

how individuals influence ideas or events).	events, and ideas develop and interact over the course of a text.	events, or how individuals influence ideas or events).
7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Progress Indicator: M.RI.k analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.RI.k1 Determine the structure of a text.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.RI.k3 Identify an argument or claim that the author makes.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument	RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the

	and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	evidence is relevant and sufficient to support the claims.
7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.k6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Progress Indicator: M.RI.1 comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information		
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.RI.11 Compare/contrast how two or more authors write or present about the same topic.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order	RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a

	to build knowledge or to compare the approaches the authors take.	speech affects the impact of the words). RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
7.RI.12 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

English Language Arts | Grade 7 - Reading Literary (RL)

Progress Indicator: M.RI.h flexibility using strategies to derive meaning from a variety of texts and mediums		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Progress Indicator: M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.i3 Determine the theme or central idea of a text.	Key Ideas and Details	RL.7.2 Determine a theme or central idea of a text and analyze its development over the

	R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	course of the text; provide an objective summary of the text.
Progress Indicator: M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RL.j1 Analyze the development of the theme or central idea over the course of the text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Progress Indicator: M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RL.l1 Examine how the structure of a	Craft and Structure	RL.7.5 Analyze how a drama's or poem's form

poem or drama adds to its meaning.	R5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RL.m1 Compare and contrast the points of view of different characters in the same text.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
7.RL.m4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order	RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction

how authors of fiction use or alter history.	to build knowledge or to compare the approaches the authors take.	use or alter history.
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English Language Arts | Grade 7 - Reading at the Word Level (RWL)

Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>slim, skinny, scrawny, thin</i>).	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).
Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.
7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

		b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.h1 Identify words that are derived from a familiar word (e.g., <i>pedal: pedestrian, pedestal, bipedal</i>).		
Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.i1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.

	phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.

	phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)		
Core Content Connectors: 7	CCRA Anchor Standard	Idaho Content Standard
7.RWL.k1 Identify allusion within a text or media.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., personification) in context. L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

<p>7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</p>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<p>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>
<p>Progress Indicator: M.RWL.l analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)</p>		
<p>Core Content Connectors: 7</p>	<p>CCRA Anchor Standard</p>	<p>Idaho Content Standard</p>
<p>7.RWL.l1 Identify alliteration within text.</p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>

7.RWL.12 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>
7.RWL.13 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>

English Language Arts | Grade 7 - Writing: Across All Types (WA)

Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WA.1 Develop sufficient keyboarding skills.	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.
7.WA.3 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well to interact and collaborate with others including linking to and citing sources.
7.WA.2 Provide evidence from grade appropriate texts to support analysis, reflection, and research.	<p>Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding</p>

		how authors of fiction use or alter history"). b) Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
7.WA.6 Use phrases and clauses accurately within a sentence.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c) Place phrases and clauses within a sentence, recognizing and correcting

		misplaced and dangling modifiers.
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WA.7 Use commas to separate coordinate adjectives.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt.</i>)</p>
7.WA.8 Spell words correctly in writing.	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b) Spell correctly.</p>
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.W.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.	<p>Knowledge of Language</p> <p>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
Core Content Connectors: 7	CCRA Standards	Idaho Content Standard
7.WA.10 Use grade appropriate general academic	Vocabulary Acquisition and Use	L.7.6 Acquire and use accurately grade-appropriate general academic and domain-

<p>and domain-specific words and phrases accurately within writing.</p>	<p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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English Language Arts | Grade 8 - Habits and Dispositions (HD)

M.HD.g expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
M.HD.h developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.8.2 Analyze the purpose of the information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.
8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.8.2 Analyze the purpose of the information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.
8.HD.h3 Evaluate the soundness of reasoning and the relevance and	Comprehension and Collaboration	SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and

sufficiency of evidence provided in an argument.	SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
8.HD.h4 Identify when irrelevant evidence is introduced within an argument.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
M.HD.i sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.HD.i1 Use information and feedback to refine understanding.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly. d) Acknowledge new information expressed by others and, when warranted, modify their own views in light of the evidence presented.
8.HD.i2. Use feedback from adults and peers to clarify writing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
M.HD.j using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)		

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.HD.j1 Use information and feedback to clarify meaning for readers.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>d) Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.</p>	<p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

English Language Arts | Grade 8 - Informational Writing (WI)

Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.WI.i3 Use a standard format to produce citations.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.WI.i4 Follow steps to complete a short research project (e.g., determine	Research to Build and Present Knowledge	W.8.7 Conduct short research projects to answer a question (including a self-generated question),

<p>topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p>Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue</p>		
<p>Core Content Connectors: 8</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.</p>
<p>8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
<p>8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas</p>	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

	and information clearly and accurately through the effective selection, organization, and analysis of content.	a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c.) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.

<p>8.WI.12 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>e.) Establish and maintain a formal style.</p>
<p>Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea</p>		
<p>Core Content Connectors: 8</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>b.) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>
<p>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</p>	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas</p>	<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

	and information clearly and accurately through the effective selection, organization, and analysis of content.	
Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WI.o1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing,	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been

	rewriting, or trying a new approach.	addressed.
8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

English Language Arts | Grade 8 - Literary Writing (WL)

Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters .	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WL.k1 Organize ideas and events so that	Text Types and Purposes	W.8.3 Write narratives to develop real or

<p>they unfold naturally.</p>	<p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>
<p>8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>
<p>8.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>
<p>Progress Indicator: M.WL.I selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response</p>		
<p>Core Content Connectors: 8</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>

<p>8.WL.11 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>
<p>Progress Indicator: M.WL.m using dialogue to advance the plot or theme</p>		
<p>Core Content Connectors: 8</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>No CCCs developed for this PI in 8th grade</p>		
<p>Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)</p>		
<p>Core Content Connectors: 8</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</p>	<p>Text Types and Purposes</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Vocabulary Acquisition and Use</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g. verbal irony, puns) in context.</p>
<p>Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers</p>		

with something to think about		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e) Provide a conclusion that follows from and reflects on the narrated experiences or events.
Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

English Language Arts | Grade 8 - Persuasive Writing (WP)

Progress Indicator: M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WP.i1 Discuss how own view or opinion changes using new information provided by others.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>d) Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.	<p>Comprehension and Collaboration</p> <p>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL.8.2 Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual		

information on a topic or text to better understand possible perspectives/points of view		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8.WP.j4 Use a standard format to produce citations.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information</p>	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or

	from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.8.1 Write an argument to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive	W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

	topics or texts, using valid reasoning and relevant sufficient evidence.	b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
8.WP.12 Use words, phrases and clauses to link opinions and reasons and to clarify relationship of ideas.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.8.1 Write an argument to support claims with clear reasons and relevant evidence. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.8.1 Write an argument to support claims with clear reasons and relevant evidence. d) Use precise language and domain-specific vocabulary to support the argument.
Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.8.1 Write an argument to support claims with clear reasons and relevant evidence. e) Establish and maintain a formal style.
Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about		

completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience.	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

English Language Arts | Grade 8 - Reading Informational Text (RI)

Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts.	Range of Reading and Level of Text Complexity RI10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features to locate, organize, or analyze important information		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.RI.i1 Use signal words as a means of locating information.	Craft and Structure RI5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.i2 Use text features as a means of locating information.		No CCRA linked
8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.	Craft and Structure RI5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections		

within or across texts (e.g., events, people, ideas)		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RI.j3 Determine two or more central ideas in a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8.RI.j4 Analyze the development of the central ideas over the course of the text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8.RI.j5 Provide/create an objective summary of a text.	Key Ideas and Details R2. Determine central ideas or themes of a	RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective

	text and analyze their development; summarize the key supporting details and ideas.	summary of the text.
8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Progress Indicator: M.RI.k analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.RI.k1 Determine the structure of a text.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8.RI.k4 Identify an argument or claim that the author makes.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Progress Indicator: M.RI.1 comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information		
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.RI.11 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

English Language Arts | Grade 8 - Reading Literary (RL)

Progress Indicator: M.RL.h flexibly using strategies to derive meaning from a variety of texts and mediums		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
Progress Indicator: M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or	Key Ideas and Details R1. Read closely to determine what the text	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn

summaries of text.	says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	from the text.
Progress Indicator: M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RL.j1 Determine the theme or central idea of a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
8.RL.j3 Provide/create an objective summary of a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
8.RL.j4 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects	Key Ideas and Details R3. Analyze how and why individuals,	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a

of a character or provoke a decision.	events, and ideas develop and interact over the course of a text.	character, or provoke a decision.
Progress Indicator: M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RL.k1 Identify the use of literary techniques within a text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RL.l1 Compare and contrast the structure of two or more texts.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
8.RL.l2 Explain how language use contributes to the meaning of a poem or drama.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and	RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

	larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RL.m1 Compare and contrast the points of view of different characters in the same text.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.8.6 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.
8.RL.m3 Compare and contrast content presented in text, media, and live performance.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.	Integration of Knowledge and Ideas R9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

English Language Arts | Grade 8 - Reading at the Word Level (RWL)

Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.
8.RWL.g2 Use the relationship between particular words to better understand each of the words.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	meanings.	b) Use the relationship between particular words to better understand each of the words.
Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RWL.h1 Explain the meaning of words derived from a familiar word (e.g., pedal refers to feet: pedestrian- traveling on foot, pedestal- support or foot for a structure, bipedal- two footed creatures).		
Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RWL.i1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard

<p>8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</p> <p>d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p>8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p>	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both</p>

		print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)		
Core Content Connectors: 8	CCRA Anchor Standard	Idaho Content Standard
8.RWL.k1 Identify irony within a text or media.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., verbal irony, puns) in context.
8.RWL.k2 Identify a pun within a text or media.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., verbal irony, puns) in context.

<p>8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.</p>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., verbal irony, puns) in context.</p>
<p>8.RWL.k4 Identify and interpret an analogy within a text.</p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</p>
<p>8.RWL.k5 Determine the meaning of words and phrases as they are</p>	<p>Craft and Structure</p>	<p>RL.8.4 Determine the meaning of words and phrases as they are used in a text</p>

<p>used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</p>
<p>Progress Indicator: M.RWL.1 analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)</p>		
<p>Core Content Connectors: 8</p>	<p>CCRA Anchor Standard</p>	<p>Idaho Content Standard</p>
<p>8.RWL.11 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.</p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>

English Language Arts | Grade 8 - Writing: Across All Types (WA)

Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
<p>8.WA.1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).</p>	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
<p>8.WA.2 Provide evidence from grade texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible), including describing how the material is rendered new.</p> <p>a) Apply <i>grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>b) Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient;</p>

		recognize when irrelevant evidence is introduced").
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WA.4 Use active and passive verbs in writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Form and use verbs in the active and passive voice.
8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.	Conventions of Standard English L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c) Form and use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood.
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

		a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
8.WA.7 Spell words correctly in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c) Spell correctly.
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WA.8 Use active and passive voice in writing to achieve particular effect.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
Core Content Connectors: 8	CCRA Standards	Idaho Content Standard
8.WA.10 Use grade	Vocabulary Acquisition and Use	L.8.6 Acquire and use accurately grade-

<p>appropriate general academic and domain-specific words and phrases accurately within writing.</p>	<p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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English Language Arts | Grades 9-10 - Habits and Dispositions (HD)

H.HD.a reading grade level texts to accomplish academic or personal goals		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.	<p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
H.HD.b reflecting on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of</p>	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on

	conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	others' ideas and expressing their own clearly and persuasively. d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	Comprehension and Collaboration SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
H.HD.c identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
H.HD.d tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)		

Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.		No CCRA.
H.HD.e independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.HD.e1 Read challenging grade appropriate texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.		NO CCRA
H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding

	accuracy of each source; and integrate the information while avoiding plagiarism.	plagiarism and following a standard format for citation.
910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.		NO CCRA
H.HD.h pursuing interactions/discourse with a widening community of readers and writers		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>
910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>

<p>910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.</p>	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
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English Language Arts | Grades 9-10 - Informational Writing (WI)

Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
910.WI.a3 Use a standard format to produce citations.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of</p>	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,

	each source, and integrate the information while avoiding plagiarism.	avoiding plagiarism and following a standard format for citation.
910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.9-10.7 Conduct short as well as more sustained research projects to answer a question (e.g., including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.10-9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a.) Introduce a topic; organize complex ideas,

		concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>
910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard

<p>910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
<p>Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone</p>		
<p>Core Content Connectors: 9-10</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
<p>910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p>	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by</p>		

synthesizing information that moves beyond a single source and flows from ideas presented		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
910.WI.f2 Strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<p>910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p>	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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English Language Arts | Grades 9-10 - Literary Writing (WL)

Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
910.WL.b2 Engage and orient the reader to the narrator and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	events using effective technique, well-chosen details, and well-structured event sequences.	a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WL.c1 Create a smooth progression of experiences or events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
910.WL.c2 Sequence events so that they build on one another to create a coherent whole.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing,	Text Types and Purposes	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective

suspense) as appropriate in writing.	W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	technique, well-chosen details, and well-structured event sequences. b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot

		lines, to develop experiences, events, and/or characters.
Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WL.f1 Refine writing to assure accuracy/authenticity (historical, geographical, technical).	Research to Build and Present Knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9 Draw evidence from literary or information texts to support analysis, reflection, and research. b) Apply <i>grade 9-10 Reading standard</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").
Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard

<p>910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</p>	<p>Production and Distribution of Writing</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>

English Language Arts | Grades 9-10 - Persuasive Writing (WP)

Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.	Research to Build and Present Knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9 Draw evidence from literary or information texts to support analysis, reflection, and research. b) Apply <i>grade 9-10 Reading standard</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.	Research to Build and Present Knowledge W8. Gather relevant information	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research

	from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,

		reasons and evidence.
910.WP.b5 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reasons, and evidence.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
910.WP.b6 Identify evidence for claim(s) and counterclaim(s).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
910.WP.b8 Use a standard format to	Research to Build and Present	W.9-10.8 Gather relevant information from

produce citations.	<p>Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience</p>		
<p>Core Content Connectors: 910</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>
<p>910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>c) Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

<p>910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>c) Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect while maintaining a critical stance and consistent discourse style and voice</p>		
<p>Core Content Connectors: 910</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>910.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
<p>Progress Indicator: H.WP.e articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing</p>		
<p>Core Content Connectors: 910</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

	reasoning and relevant sufficient evidence.	f RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or powerful language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message		
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
910.WP.f2 Strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

English Language Arts | Grades 9-10 - Reading Informational Text (RI)

Progress Indicator: H.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Progress Indicator: H.RI.b using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p>910.RI.b3 Determine the central idea of a text.</p>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>910.RI.b4 Determine how the central idea develops.</p>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>910.RI.b5 Determine how key details support the development of the central idea of a text.</p>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>910.RI.b6 Provide/create an objective summary of a text.</p>	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>Progress Indicator: H.RI.c analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view</p>		
<p>Core Content Connectors: 9-10</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>

<p>910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.</p>	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
<p>910.RI.c2 Identify connections between key points.</p>	<p>Key Ideas and Details</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
<p>910.RI.c3 Analyze in detail how an author's ideas or claims are developed.</p>	<p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>
<p>910.RI.c4 Identify key sentences or paragraphs that support claims.</p>	<p>Craft and Structure</p> <p>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>

910.RI.c5 Determine the author's point of view or purpose in a text.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Progress Indicator: H.RI.d describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.RI.d1 Identify claims and arguments made by the author.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
910.RI.d2 Delineate/trace the authors argument and specific claims.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

<p>910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.</p>	<p>Integration of Knowledge and Ideas</p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>Progress Indicator: H.RI.e synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)</p>		
<p>Core Content Connectors: 9-10</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Integration of Knowledge and Ideas</p> <p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
<p>910.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).</p>	<p>Integration of Knowledge and Ideas</p> <p>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), including how they address related themes and concepts.</p>
<p>910.RI.e3 Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's</p>	<p>Integration of Knowledge and Ideas</p> <p>R9. Analyze how two or more texts address similar themes or topics in</p>	<p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four</p>

Four Freedoms speech, King's Letter from Birmingham Jail), address similar central ideas.	order to build knowledge or to compare the approaches the authors take.	Freedoms speech, King's —Letter from Birmingham Jail), including how they address related themes and concepts.
Progress Indicator: H.RI.f evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
910.RI.f2 Assess the validity of the arguments across texts on related topics.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
910.RI.f3 Determine the speaker's point of view or purpose in a text.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
910.RI.f4 Determine what arguments the	Comprehension and Collaboration	SL.9-10.3 Evaluate a speaker's point of

<p>speaker makes.</p>	<p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p>910.RI.f5 Evaluate the evidence used to make the argument.</p>	<p>Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>

English Language Arts | Grades 9-10 - Reading Literary (RL)

Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums		
Core Content Connectors: 910	CCRA Anchor Standard	Idaho Content Standard
910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Progress Indicator: H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
Core Content Connectors: 910	CCRA Anchor Standard	Idaho Content Standard
910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	Key Ideas and Details R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Progress Indicator: H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes		
Core Content Connectors: 910	CCRA Anchor Standard	Idaho Content Standard
910.RL.c1 Determine the theme or central idea of a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
910.RL.c2 Determine how the theme develops.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
910.RL.c3 Determine how key details support the development of the theme of a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Progress Indicator: H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work		
Core Content Connectors: 910	CCRA Anchor Standard	Idaho Content Standard
910.RL.d1 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.	Craft and Structure L5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Progress Indicator: H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria		

Core Content Connectors: 910	CCRA Anchor Standard	Idaho Content Standard
910.RL.e1 Compare and contrast works from different cultures with a common theme.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.	Integration of Knowledge and Ideas R7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus).
Progress Indicator: H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place)		
Core Content Connectors: 910	CCRA Anchor Standard	Idaho Content Standard
910.RL.f1 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.9-10.9 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

English Language Arts | Grades 9-10 - Reading at the Word Level (RWL)

H.RWL.a utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts,</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p>

	and consulting general and specialized reference materials, as appropriate.	c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
H.RWL.b demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

<p>910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</p>	<p>Vocabulary Acquisition and Use</p> <p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>H.RWL.c making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)</p>		
<p>Core Content Connectors: 9-10</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>910.RWL.c1 Identify the denotation for a known word.</p>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b) Analyze nuances in the meaning of words with similar denotations.</p>
<p>910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</p>	<p>Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b) Analyze nuances in the meaning of words with similar denotations.</p>
<p>910.RWL.c3 Develop and explain ideas for why authors made specific word choices</p>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes</p>	<p>RI.9-10.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</p>

within text.	the content and style of a text.	
H.RWL.d interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
910.RWL.d1 Identify an oxymoron in a text.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
910.RWL.d2 Interpret figures of speech in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.9-10.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including

		figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.	Craft and Structure R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)		
Core Content Connectors: 9-10	CCRA Standards	Idaho Content Standard
No CCCs written for this PI		

English Language Arts | Grades 9-10 - Writing: Across All Types (WA)

Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<p>910.WA.1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).</p>	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
<p>910.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) <i>Apply grade 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare").</i></p> <p>b) <i>Apply grade 9-10 Reading standards to literary non-fiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</i></p>
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard

<p>910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.</p>	<p>Presentation of Knowledge and Ideas</p> <p>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Core Content Connectors: 910</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.</p>	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a) Use parallel structure.</p>
<p>910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.</p>	<p>Conventions of Standard English</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add a variety and interest to writing or presentations.</p>
<p>Core Content Connectors: 910</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.</p>	<p>Conventions of Standard English</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related</p>

		independent clauses. b) Use a colon to introduce a list or quotation.
910.WA.7 Spell correctly in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c) Spell correctly.
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.WA.8 Write and edit work to conform to guidelines in a style manual.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLS Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
Core Content Connectors: 910	CCRA Standards	Idaho Content Standard
910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

English Language Arts | Grades 11-12 - Habits and Dispositions (HD)

H.HD.a reading grade level texts to accomplish academic or personal goals		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.	<p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p>
H.HD.b reflection on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

<p>1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p>	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
<p>1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.</p>	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p>1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p>	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

	own clearly and persuasively.	d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
H.HD.c identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	Comprehension and Collaboration SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
H.HD.d tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.		No CCRA.
H.HD.e independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.HD.e1 Independently read challenging grade appropriate texts.	Range of Reading and Level of Text Complexity R10. Read and comprehend complex	RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the

	literary and informational texts independently and proficiently.	high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently. RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.		NO CCRA
H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

1112.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.		NO CCRA
H.HD.h pursuing interactions/discourse with a widening community of readers and writers		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.HD.h1 Work with peers to promote democratic discussions.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>
1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.	<p>Comprehension and Collaboration</p> <p>SL1. Prepare for and participate effectively in a range of</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on</p>

	conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	others' ideas and expressing their own clearly and persuasively. d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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English Language Arts | Grades 11-12 - Informational Writing (WI)

Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (e.g., print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
1112.WI.a3 Use a standard format to produce citations.	<p>Research to Build and Present Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources,</p>	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate

	assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).	Research to Build and Present Knowledge W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.11-12.7 Conduct short as well as more sustained research projects to answer a question (e.g., including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	content.	a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
1112.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
1112.WI.b4 Provide the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and		

using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WI.c1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WI.d1 Use precise language, and domain-specific vocabulary to manage the complexity of the topic.	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>
1112.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence	<p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex</p>	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of</p>

<p>fluency, and voice should be active versus passive).</p>	<p>ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>content. e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
<p>Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented</p>		
<p>Core Content Connectors: 11-12</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f.) Provides a concluding statement or section that follows from the information or explanation presented.</p>
<p>Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice</p>		
<p>Core Content Connectors: 11-12</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>1112.WI.f1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p>	<p>Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

<p>1112.WI.f2 Strengthen writing by revising and editing.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</p>	<p>Presentation of Knowledge and Ideas</p> <p>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>Text Types and Purposes</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>f.) Provides a concluding statement or section that follows from the information or explanation presented.</p>

English Language Arts | Grades 11-12 - Literary Writing (WL)

Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.	W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
1112.WL.b2 Engage and orient the reader to the narrator and/or characters	Text Types and Purposes W3. Write narratives to	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured

	develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	event sequences. a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.c1 Create a smooth progression of experiences or events.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
1112.WL.c2 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c) Use a variety of techniques to sequence events so that they build on one another to create a coherent

	structured event sequences.	whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Text Types and Purposes W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings,	Text Types and Purposes W3. Write narratives to	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured

thoughts, how character has changed perspectives).	develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	event sequences. b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.f1 Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).	Research to Build and Present Knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b) Apply <i>grade 11-12 Reading standard</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Text Types and Purposes W3. Write narratives to develop real or imagined	W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	experiences or events using effective technique, well-chosen details, and well-structured event sequences.	e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

English Language Arts | Grades 11-12 - Persuasive Writing (WP)

Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice.	Comprehension and Collaboration SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient.	Research to Build and Present Knowledge W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9 Draw evidence from literary or information texts to support analysis, reflection, and research. b) Apply <i>grade 11-12 Reading standard</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/thesis		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WP.b1 Gather relevant information	Research to Build and Present	W.11-12.8 Gather relevant information from

<p>about the topic or text and stated claims from authoritative print and/or digital sources.</p>	<p>Knowledge</p> <p>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.</p>	<p>Production and Distribution of Writing</p> <p>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p>1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p>
<p>1112.WP.b4 Use context or related text to establish the significance of the claim(s).</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

	reasoning and relevant sufficient evidence.	a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p>
1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</p>
1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

	topics or texts, using valid reasoning and relevant sufficient evidence.	b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
1112.WP.b9 Use a standard format to produce citations.	Research to Build and Present Knowledge W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WP.c1 Develop clear claim(s) with	Text Types and Purposes	W.11-12.1 Write arguments to support claims in an

<p>the most relevant evidence for a topic or text.</p>	<p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
<p>1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p>	<p>Text Types and Purposes</p> <p>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</p>	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect, while maintaining a critical stance and consistent discourse style and voice</p>		

Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Progress Indicator: H.WP.e articulating a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.	Text Types and Purposes W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. f) Provide a concluding statement or section that follows from and supports the argument presented.
Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message		
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
11-12.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.	Production and Distribution of Writing W4. Produce clear and coherent writing in which the development, organization, and style are	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	appropriate to task, purpose, and audience.	
1112.WP.f2 Strengthen writing by revising and editing.	Production and Distribution of Writing W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

English Language Arts | Grades 11-12 - Reading Informational Text (RI)

Progress Indicator: H.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.	<p>Range of Reading and Level of Text Complexity</p> <p>R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Progress Indicator: H.RI.b using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.	<p>Key Ideas and Details</p> <p>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when</p>	RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

	writing or speaking to support conclusions drawn from the text.	
1112.RI.b3 Determine two or more central ideas of a text.	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
1112.RI.b4 Determine how the central ideas develop.	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
1112.RI.b5 Determine how key details support the development of the central idea of a text.	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
1112.RI.b6 Provide/create an objective summary of a text.	<p>Key Ideas and Details</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Progress Indicator: H.RI.c analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
1112.RI.c2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.	Craft and Structure R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,	RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

	scene, or stanza) relate to each other and the whole.	
Progress Indicator: H.RI.d describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RI.d1 Determine the author's point of view or purpose in a text.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
1112.RI.d2 Determine what arguments the author makes.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
1112.RI.d4 Identify claims made by the author as being fact or opinion.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a	RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. and other texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises,

	text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
1112.RI.d5 Distinguish reliable sources from non-reliable.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.	Integration of Knowledge and Ideas R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
Progress Indicator: H.RI.e synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,	Integration of Knowledge and Ideas	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively)

<p>quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>as well as in words in order to address a question or solve a problem.</p>
<p>1112.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).</p>	<p>Integration of Knowledge and Ideas</p> <p>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) and other documents of similar significance for their themes, purposes, and rhetorical features.</p>
<p>1112.RI.e3 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail, address similar central ideas.</p>	<p>Integration of Knowledge and Ideas</p> <p>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) and other documents of similar significance for their themes, purposes, and rhetorical features.</p>
<p>Progress Indicator: H.RI.f evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)</p>		
<p>Core Content Connectors: 11-12</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.</p>	<p>Integration of Knowledge and Ideas</p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>

1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.	<p>Integration of Knowledge and Ideas</p> <p>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
1112.RI.f3 Determine the speaker's point of view or purpose in a text.	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
1112.RI.f4 Determine what arguments the speaker makes.	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
1112.RI.f5 Evaluate the evidence used to make the speaker's argument.	<p>Comprehension and Collaboration</p> <p>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

English Language Arts | Grades 11-12 - Reading Literary (RL)

Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums		
Core Content Connectors: 1112	CCRA Anchor Standard	Idaho Content Standard
1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	Range of Reading and Level of Text Complexity R10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Progress Indicator: H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)		
Core Content Connectors: 1112	CCRA Anchor Standard	Idaho Content Standard
1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.	Key Ideas and Details R1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.	Key Ideas and Details R1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

	matters uncertain.	
1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.	Key Ideas and Details R1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Progress Indicator: H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes		
Core Content Connectors: 1112	CCRA Anchor Standard	Idaho Content Standard
1112.RL.c1 Determine two or more themes or central ideas of a text.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
1112.RL.c2 Determine how the theme develops.	Key Ideas and Details R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
1112.RL.c3 Provide/create an objective summary of a text.	Key Ideas and Details R2. Determine central ideas or themes	RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text,

	of a text and analyze their development; summarize the key supporting details and ideas.	including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Key Ideas and Details R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Progress Indicator: H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work		
Core Content Connectors: 1112	CCRA Anchor Standard	Idaho Content Standard
1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	Craft and Structure R5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.	RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.

<p>1112.RL.d2 Define satire, sarcasm, irony.</p>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shape the content and style of a text.</p>	<p>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
<p>1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.</p>	<p>Craft and Structure</p> <p>R6. Assess how point of view or purpose shape the content and style of a text.</p>	<p>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
<p>1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</p>	<p>Craft and Structure</p> <p>L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b) Analyze nuances in the meaning of words with similar denotations.</p>
<p>Progress Indicator: H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria</p>		
<p>Core Content Connectors: 1112</p>	<p>CCRA Anchor Standard</p>	<p>Idaho Content Standard</p>
<p>1112.RL.e1 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry)</p>	<p>Integration of Knowledge and Ideas</p> <p>R7. Integrate and evaluate content presented in diverse formats and media,</p>	<p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets</p>

<p>evaluating how each version interprets the source text.</p>	<p>including visually and quantitatively, as well as in words.</p>	<p>the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
<p>Progress Indicator: H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place)</p>		
<p>Core Content Connectors: 1112</p>	<p>CCRA Anchor Standard</p>	<p>Idaho Content Standard</p>
<p>1112.RL.f1 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (historical reflection, social, morals).</p>	<p>Integration of Knowledge and Ideas R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics.</p>

English Language Arts | Grades 11-12 - Reading at the Word Level (RWL)

H.RWL.a utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.	<p>Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference</p>	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p>

	materials, as appropriate.	c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies. c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
H.RWL.b demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies. a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
1112.RWL.b2 Use newly acquired domain-specific	Vocabulary Acquisition and Use	L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases,

words and phrases accurately.	L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
1112.RWL.b3 Use metaphors, similes, or analogies within writing to inform or explain the topic.	Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content. d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
H.RWL.c making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RWL.c1 Identify the denotation for a known word.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b) Analyze nuances in the meaning of words with similar denotations.
1112.RWL.c2 Explain	Vocabulary Acquisition and Use	L.11-12.5 Demonstrate understanding of figurative

differences or changes in the meaning of words with similar denotations.	L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	language, word relationships, and nuances in word meanings. b) Analyze nuances in the meaning of words with similar denotations.
1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.	Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.	RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
H.RWL.d interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts		
Core Content Connectors: 11-12	CCRA Standards	Idaho Content Standard
1112.RWL.d1 Identify hyperbole in a text.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
1112.RWL.d2 Interpret figures of speech in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

<p>1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.11-12.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and ton, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>
<p>1112.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</p>	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>
<p>H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)</p>		
<p>Core Content Connectors: 11-12</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>No CCCs written for this PI.</p>		

English Language Arts | Grades 11-12 - Writing: Across All Types (WA)

Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
<p>1112.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p>	<p>Production and Distribution of Writing</p> <p>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p>Core Content Connectors: 1112</p>	<p>CCRA Standards</p>	<p>Idaho Content Standard</p>
<p>1112.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Research to Build and Present Knowledge</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) <i>Apply grade 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early –twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</i></p> <p>b) <i>Apply grade 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public</i></p>

		advocacy [e.g., <i>The Federalist</i> , presidential addresses]").
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	Presentation of Knowledge and Ideas SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WA.4 Use hyphenation conventions.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use hyphenation conventions.
1112.WA.5 Spell correctly in writing.	Conventions of Standard English L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b) Spell correctly.
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WA.6 Vary syntax within writing for effect.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to	L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading

	make effective choices for meaning or style, and to comprehend more fully when reading or listening.	or listening. a) Vary syntax for effect, consulting reference (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
1112.WA.7 Write and edit work to conform to guidelines in a style manual.	Knowledge of Language L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLS Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
Core Content Connectors: 1112	CCRA Standards	Idaho Content Standard
1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing .	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.